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ABSTRACT

This instructional guide for a one-half-credit technical course for grades 10-12 focuses on personal development, interpersonal relationships, effective individual and family functioning, and career preparation. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

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Individual and Family Life

Teacher's Instructional Guide

Home Economics Education
Texas Education Agency
Austin, Texas

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Individual and Family Life

Teacher's Instructional Guide

Developed and disseminated by:
Home Economics Curriculum Center
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In cooperation with:
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(2) operation of school bus routes or runs on a nonsegregated basis;

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(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

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Course Description

Individual and Family Life (INDV&FAM) **12202210**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: None

This technical course is designed to focus on personal development, interpersonal relationships, effective individual and family functioning, and career preparation — all within a changing society. This course addresses personal identity, responsibilities of living as an independent adult, relationship development outside the family, and factors related to marital success. Special attention is focused on understanding roles, responsibilities, and impact of the family on individuals and society, promoting and strengthening the family unit, the impact of technology on career options and family life, and managing multiple family, community, and career roles.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Home Economics content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know" is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course:

Individual and Family Life:

- focuses on relationships with peers and authority figures
- focuses on the causes, impact, and management of stress
- focuses on the effect of family life on workplace productivity, communities, and societies
- focuses on employment practices supportive of families
- focuses on verbal, nonverbal, written, and electronic communication skills
- focuses on leadership and teamwork in preparation for adult roles
- focuses on promoting an appreciation and understanding of cultural diversity
- focuses on career options, preparation requirements, and management practices
- focuses on application of school-based learning in family, community, and employment settings
- focuses on accommodating and utilizing technology to strengthen personal and family life

Facilities, Equipment, and Resources

This technical course utilizes an instructional setting that accommodates development of Individual and Family Life essential knowledge and skills through locally selected instructional strategies. Although text-books used for the previous Individual and Family Life course are available, they are dated and

inadequate. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the information super highway, is critical for enriched instructional effectiveness, relevance, and retention.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Individual and Family Life course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FHA/HERO projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Individual and Family Life teachers and students include handbooks for the various national programs, such as *Families First, Power of One, FHA/HERO Career Connection,* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Individual and Family Life Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION

Familiarize yourself with the TEKS for Individual and Family Life. A copy of the Texas Administrative Code, Chapter 122.22, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, (i.e., (1), (2), (3)). In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations (i.e., (A), (B), (C)). Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

For example, TEKS 1A states: The student is expected to describe factors that affect personal identity, personality, and self-esteem. Remember that TEKS 1A through 1C all fall under TEKS 1: The student evaluates factors related to personal development.

To help you frame this important connection, fourteen divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

  TA 1 The Management Process

- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies

- strategies that utilize technology applications

- opportunities for integration of FHA/HERO programs and projects within specific strategies

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)

- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources
Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Individual and Family Life course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 106, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 106, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Individual and Family Life content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter C. Family Studies and Human Services, High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.21. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Family Studies and Human Services, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.21 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.22. Individual and Family Life (One-Half Credit).

(a) General requirements. This technical course is recommended for students in Grades 10-12.

(b) Introduction. The relationships between individuals and among family members significantly affect the quality of life. Individuals use knowledge and skills in family studies and human services to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to these fields of study.

(c) Knowledge and skills.

(1) **Personal development.** The student evaluates factors related to personal development.	The student is expected to: (A) describe factors that affect personal identity, personality, and self-esteem; (B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and (C) propose strategies that promote physical, emotional, intellectual, and social development.
(2) **Personal development.** The student determines short-term and long-term implications of personal decisions.	The student is expected to: (A) summarize the decision-making process; (B) discuss consequences and responsibilities of decisions; and (C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.

(3)	**Personal development.** The student analyzes considerations related to the transition to independent adulthood.	The student is expected to: (A) describe adjustments related to achieving independence; and (B) determine responsibilities of living as an independent adult.
(4)	**Interpersonal relationships.** The student analyzes the family's role in relationship development.	The student is expected to: (A) describe the development of relationships; (B) explain the family's role in fostering the abilities of its members to develop healthy relationships; and (C) analyze effects of cultural patterns on family relationships.
(5)	**Interpersonal relationships.** The student analyzes relationship development outside the family.	The student is expected to: (A) describe ways to promote friendship; (B) describe the influence of peers on the individual; (C) determine appropriate responses to authority figures; (D) propose ways to promote an appreciation of diversity; (E) assess the importance of attitude in relationships; and (F) discuss functions and roles of dating.
(6)	**Interpersonal relationships.** The student determines factors related to marital success.	The student is expected to: (A) analyze components of a successful marriage; and (B) determine communication skills and practices that strengthen marriage.
(7)	**Effective individual and family functioning.** The student determines methods that promote an effective family unit.	The student is expected to: (A) describe family structures; (B) explain the role of the individual within the family; (C) compare functions of families in various cultures; (D) predict the effects of societal, demographic, and economic trends on individuals and the family; (E) appraise ways to strengthen functions in varied family structures;

(F) determine procedures for meeting individual and family needs through resource management;

(G) explain how technology influences family functions and relationships; and

(H) determine the impact of effective family functioning on community and society.

(8) **Effective individual and family functioning.** The student determines how changes occurring throughout the family life cycle impact individuals and families.

The student is expected to:

(A) describe the stages of the family life cycle;

(B) describe roles and responsibilities of individuals and family members throughout the family life cycle;

(C) analyze financial considerations related to the family life cycle; and

(D) predict the benefits of technological advances on families throughout the family life cycle.

(9) **Effective individual and family functioning.** The student analyzes types of needs and crises experienced by individuals and families.

The student is expected to:

(A) categorize types of crises and their effect on individuals and families;

(B) determine strategies for prevention and management of individual and family problems and crises;

(C) identify resources and support systems that provide assistance to families in crisis;

(D) determine management strategies and technology available to meet special needs of family members; and

(E) summarize laws and public policies related to the family.

(10) **Effective individual and family functioning.** The student determines stress management effective for individuals and families.

The student is expected to:

(A) describe the impact of stress on individuals and relationships;

(B) identify factors contributing to stress; and

(C) practice techniques for managing stress.

(11) **Career preparation.** The student determines opportunities and preparation requirements for careers in the field of family studies and human services.

The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of family studies and human services;

(B) determine how interests, abilities, and personal priorities affect career choice; and

(C) propose short-term and long-term career goals.

(12) **Career preparation.** The student exhibits employability skills.

The student is expected to:

(A) practice effective verbal, nonverbal, written, and electronic communication skills;

(B) analyze the influence of cultural background on patterns of communication;

(C) practice positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) demonstrate effective techniques to secure, maintain, and terminate employment;

(E) determine ethical practices in the workplace; and

(F) utilize leadership and team member skills in problem-solving situations.

(13) **Career preparation.** The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

The student is expected to:

(A) determine the impact of career choice on family life;

(B) describe the effect of family life on workplace productivity;

(C) determine employment practices and trends that support families; and

(D) explain how technology impacts career options and family roles.

(14) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of individual and family life.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of individual and family life; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of individual and family life.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

Individual and Family Life

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **14A & B** *Introduction of career-connections experiences*	***EKS #1 Factors Related to Personal Development*** **1A** *Factors that affect personal identity personality, and self-esteem*		**1B** *How the family influences personal development*	
Week 2	**1C** *Strategies that promote physical, emotional, intellectual, and social development*				***EKS #2 Short-term & Long-term Implications of Personal Decisions*** **2A** *Decision-making process*
Week 3	**2B** *Consequences and responsibilities of decisions*	**2C** *Effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole*	***EKS #4 Family's Role in Relationship Development*** **4A** *Development of relationships*		**4B** *Family's role in fostering healthy relationships*
Week 4	**4B** *Continued*	**4C** *Effects of cultural patterns on relationships*	***EKS #5 Relationship Development Outside the Family*** **5A** *Ways to promote friendship*		**5B** *Influence of peers on the individual*
Week 5	**5B** *Continued*	**5C** *Appropriate responses to authority figures*		**5D** *Ways to promote an appreciation of diversity*	
Week 6	**5E** *Importance of attitude in relationships*	**5E** *Continued* **5F** *Functions and roles of dating*		**5F** *Continued* *Review*	*Test*

Individual and Family Life

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Considerations Related to the Transition to Independent Adulthood*** **3A** *Adjustments related to achieving independence*	**3B** *Responsibilities of living as an independent adult*		***EKS #6 Factors Related to Marital Success*** **6A** *Components of a successful marriage*	
Week 2	**6A** *Continued*	**6B** *Communication skills and practices that strengthen marriage*		***EKS #7 Methods That Promote an Effective Family Unit*** **7A** *Family structures*	**7B** *Role of the individual within the family*
Week 3	**7C** *Functions of families in various cultures*	**7D** *Effects of societal, demographic, and economic trends on individuals and the family*		**7E** *Ways to strengthen functions in varied family structures*	
Week 4	**7F** *Procedures for meeting individual and family needs through resource management*		**7G** *How technology influences family functions and relationships*		**7H** *Impact of effective family functioning on community and society*
Week 5	**7H** *Continued*	***EKS #8 Changes Occurring Throughout the Family Life Cycle Impact Individuals and Families*** **8A** *Stages of the family life cycle*		**8B** *Roles and responsibilities throughout the family life cycle*	
Week 6	**8C** *Financial considerations related to the family life cycle*		**8D** *Benefits of technological advances on families*	*Review*	*Test*

Individual and Family Life

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #9 Types of Needs and Crises*** **9A** *Types of crises and their effect on individuals and families*		**9B** *Strategies for prevention and management of individual and family problems and crises*		**9C** *Resources and support systems that provide assistance to families in crisis*
Week 2	**9C** *Continued*	**9D** *Management strategies and technology available to meet special needs of family members*		**9E** *Laws and public policies related to the family*	
Week 3	***EKS #10 Stress Management Effective for Individuals and Families*** **10A** *Impact of stress*	**10B** *Factors contributing to stress*	**10C** *Techniques for managing stress*	***EKS #13 Management Practices Facilitating Individuals Assuming Multiple Roles*** **13A** *Impact of career choice on family life*	**13B** *Effect of family life on workplace productivity*
Week 4	**13B** *Continued*	**13C** *Employment practices and trends that support families*	**13D** *Impact of technology on career options and family roles*	***EKS #11 Careers in the Field of Family Studies and Human Services*** **11A** *Employment and entrepreneurial opportunities*	**11B** *How interests, abilities, and personal priorities affect career choice*
Week 5	**11C** *Short-term and long-term career goals*	***EKS #12 Employability Skills*** **12A** *Communication skills*	**12B** *Influence of cultural background on patterns of communication*	**12C** *Positive interpersonal skills* **12F** *Leadership and team member skills*	
Week 6	**12D** *Effective techniques to secure, maintain, and terminate employment*	**12E** *Ethical practices in the workplace*	***EKS #14 Career-Connections Experiences*** **14A & B** *Culmination experiences*	*of career-connections*	*Exam*

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Individual and Family Life

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 Factors Related to Personal Development*** *Course Introduction* **1A** *Factors that affect personal identity, and self-esteem* **14A & B** *Introduction to career-connections experiences*		**1B** *How the family influences the development of personal identity and self-esteem of all family members*		**1C** *Strategies that promote physical, emotional, intellectual, and social development*
Week 2		**1C** *Continued*		***EKS #2 Short-Term and Long-Term Implications of Personal Decisions*** **2A** *Decision-making process* **2B** *Consequences & responsibilities of decisions*	
Week 3	**2B** *Continued* **2C** *Effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole*		***EKS #4 Family's Role in Relationship Development*** **4A** *Development of relationships*		**4B** *Family's role in fostering healthy relationships*
Week 4		**4C** *Effects of cultural patterns on family relationships*		***EKS #5 Relationship Development Outside the Family*** **5A** *Ways to promote friendship* **5B** *Influence of peers on the individual*	
Week 5	**5A & B** *Continued*		**5B** *Continued* **5C** *Appropriate responses to authority figures*		**5D** *Ways to promote an appreciation of diversity* **5E** *Importance of attitude in relationships*
Week 6		**5F** *Functions and roles of dating*		*Review* *Test*	

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Individual and Family Life

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Considerations Related to The Transition to Independent Adulthood*** **3A** *Adjustments related to achieving independence*		**3B** *Responsibilities of living as an independent adult*		***EKS #6 Factors Related to Marital Success*** **6A** *Components of a successful marriage*
Week 2		**6B** *Communication skills and practices that strengthen marriage*		***EKS #7 Methods That Promote an Effective Family Unit*** **7A** *Family Structures* **7B** *Role of the individual within the family*	
Week 3	**7C** *Functions of families in various cultures*		**7C** *Continued* **7D** *Effects of societal, demographic, and economic trends on individuals and the family*		**7E** *Ways to strengthen functions in varied family structures*
Week 4		**7F** *Procedures for meeting needs through resource management* **7G** *How technology influences family functions and relationships*		**7H** *Impact of effective family functioning on community & society*	
Week 5	***EKS #8 Changes Occurring Throughout the Family Life Cycle Impact Individuals & Families*** **8A** *Stages of the family life cycle*		**8B** *Roles and responsibilities throughout the family life cycle*		**8C** *Financial considerations related to the family life cycle*
Week 6		**8D** *Benefits of technological advances on families*		*Review* *Test*	

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Individual and Family Life

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #9 Types of Needs and Crises Experienced by Individuals and Families*** **9A** *Types of crises and their effect on individuals & families*		**9B** *Strategies for prevention and management of problems and crises* **9C** *Resources and support systems*		**9D** *Management strategies and technology available to meet special needs of family members*
Week 2		**9D** *Continued*		**9E** *Laws and public policies related to the family*	
Week 3	***EKS #10 Stress Management Effective for Individuals and Families*** **10A** *Impact of stress on individuals and relationships* **10B** *Factors contributing to stress*		**10C** *Techniques for managing stress*	***EKS #13 Management Practices Facilitating Individuals Assuming Multiple Roles***	**13A** *Impact of career choice on family life* **13B** *Effect of family life on workplace productivity*
Week 4		**13C** *Employment practices and trends that support families* **13D** *Impact of technology on career options and family roles*		***EKS #11 Careers in Family Studies and Human Services*** **11A** *Employment and entrepreneurial opportunities* **11B** *How interests, abilities, and personal priorities affect career choices* **11C** *Short-term and long-term goals*	
Week 5	**11 A, B, & C** *Continued*		***EKS #12 Employability Skills*** **12A** *Communication skills* **12B** *Influence of cultural background on patterns of communication*		**12C** *Positive interpersonal skills* **12F** *Leadership and team member skills*
Week 6		**12D** *Effective techniques to secure, maintain, and terminate employment* **12E** *Ethical practices in the workplace*		***EKS #14 Career-Connections Experiences*** **14A & B** *Culmination of career-connections experiences* *Exam*	

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Sample Six Weeks Plan
55 minute periods

_____ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

_____ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Individual and Family Life

Knowledge and Skills.

(1) Personal development.

The student evaluates factors related to personal development.

The student is expected to:

(A) describe factors that affect personal identity, personality, and self-esteem;

(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and

(C) propose strategies that promote physical, emotional, intellectual, and social development.

1A- *The student is expected to describe factors that affect personal identity, personality, and self-esteem.*

1) CLASS DISCUSSION

Have students define the term personality. Use Teaching Aid 1, ***Personal Development Terms***, to help students define specific terms related to personal development.

KEY QUESTIONS

- What is it about your personality that makes you different from others?
- How do heredity and environment affect your personality?
- What is the difference between personal identity and self-esteem?
- Which personality traits are a result of environment?

2) GUEST SPEAKER/INTERVIEW/INDIVIDUAL ACTIVITY

Invite a science teacher to speak to the class on traits that are genetically inherited, or have students interview their science teacher using questions the class develops in advance of the interviews. If the science teacher comes to the class as a guest speaker, have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Listening team — team of students whose responsibility includes listening during the presentation for the answers to questions identified in advance of the presentation. See the **Creative Ideas** section for more information.

As an alternative to the guest speaker or interview, have students read textbooks, library and other resources for information on genetically-inherited traits. Prior to the research activity, have students develop a list of questions to be answered through their research. Have students share their findings with the class.

KEY QUESTIONS

- How does personality develop?
- What traits are inherited?

3) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute a copy of Teaching Aid 2, ***Environmental Influences on Personal Development*** to each student. Under each heading (Family, Friends, School, etc.), have students describe how these factors, in general, influence personality development, personal identity, or self-esteem. Lead the class in a discussion of influences on personal development.

NOTES

TA 1 ***Personal Development Terms***

SCIENCE

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TA 2 ***Environmental Influences on Personal Development***

NOTES

KEY QUESTIONS

- In what ways does the family influence personal identity? Personality development? Self-esteem?
- How do friends influence personal identity? Personality development? Self-esteem?
- In what ways does a neighborhood or community influence personal identity? Personality development? Self-esteem?
- What part does religion play in the development of personal identity, personality, or self-esteem?
- What other environmental factors influence personal development?

FHA/HERO ACTIVITIES

- Power of One: A Better You
- STAR Event: Illustrated Talk

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 1A, "Self-Esteem."

1B- The student is expected to analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs.

NOTES

1) VIDEOTAPE

Show video segments from movies or television shows depicting families with children. Guide students in analyzing the ways that the families influence the development of personal identity and self-esteem of all family members. If family members in the video segments have special needs, have students describe the ways those needs were or were not met.

2) RESEARCH/GROUP ACTIVITY/CLASS DISCUSSION

TAAS READING

Have students use textbooks, the Internet, library, and other resources to research information on how the family influences the development of personal identity and self-esteem.

KEY QUESTIONS

- How do families influence personal development of family members, including personal identity and self-esteem?
- How might family structure impact the personal development of children?

Lead students to brainstorm different family structures (e.g., nuclear families (two-parent families), single-parent families, blended families, childless couple, extended families, foster families). Have a student list the responses on the chalkboard or overhead projector. Divide the class into small groups. Assign each group one of the family structures listed. Have each group develop a list of ways that the family structure assigned to them might influence the development of personal identity and self-esteem of all family members. Lead a class discussion on the similarities and differences of family influences on personality development based on the type of family structure.

KEY QUESTION

- What are the most significant factors in a family that promote positive personal development of all family members?

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

TAAS WRITING

Have students cut out 4-6 inch letters of their first name from colored construction paper and glue the letters on a large sheet of paper, or have students write their name on a large sheet of paper. Using each letter of their first name, have students write a word or phrase that describes their personal identity. Next, have students write a paragraph describing the influence of the family on the development

NOTES

of each characteristic. Ask student volunteers to share their responses with the class. As a follow-up to the examples shared by students, lead a class discussion regarding how patterns of attitudes, behaviors, and expectations experienced in the family affect personal identity and self-esteem.

4) CASE STUDY/GROUP ACTIVITY/CLASS DISCUSSION

TA 3a & 3b
Darien's Dilemma

Have the class divide into pairs or small groups. Distribute a copy of Teaching Aids 3a and 3b, ***Darien's Dilemma***, to each group. Have students read the case study and respond to the questions. Lead a class discussion based on the group responses.

FHA/HERO ACTIVITIES

- Power of One: A Better You; Family Ties
- Families First: Families Today; You-Me-Us; Meet the Challenge
- STAR Event: Illustrated Talk
- Interpersonal Communication

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* ,Module 1A, "Self-Esteem."

PUBLICATION

Future Homemaker's of America, Inc., 1996. *Families First.*

1C- The student is expected to propose strategies that promote physical, emotional, intellectual, and social development.

NOTES

1) BRAINSTORMING/GROUP ACTIVITY/CLASS DISCUSSION

Review with students the definitions of *physical, emotional, intellectual, and social development.* Write the name of each area of development (physical, emotional, intellectual, and social) on large sheets of paper. Post the sheets around the classroom. Have students move to the sheets of paper and write strategies that will promote development in that specific area. When strategies have been written on all sheets, divide the class into four groups and give each group one of the sheets. Instruct students to read the proposed strategies, add any additional strategies that the group may suggest, and prepare a report for the class on the strategies proposed for their developmental area. Lead the class in a discussion of the importance of taking responsibility for one's physical, emotional, intellectual, and social development.

KEY QUESTIONS

- In what ways do you have control over your physical development?
- What is your reaction to the statement, "You are your IQ"?
- How can intellectual capacity be changed?
- How can emotional maturity be achieved?
- Why is the statement, "This is just the way I am" a cop-out?
- Where do we learn social development?
- When do we become personally responsible for our development in each area?

2) GROUP ACTIVITY/PROJECT

Divide the class into small groups. Assign each group one of the developmental areas: physical, emotional, intellectual, or social. Instruct students to create a brochure or poster that outlines strategies promoting positive development in the assigned area. Have students use text and graphics to encourage readers to practice the proposed strategies. If time permits, students might create videotapes demonstrating strategies that promote development in the four areas. Use Teaching Aids 4a and 4b, ***Brochure Assessment,*** as an evaluation tool for the brochures students develop.

TA 4a & 4b
Brochure Assessment

TAAS WRITING

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3) WRITTEN EXERCISE

Have students write a short essay using the following prompt: *The strategy that I will use to promote my _____development.* Have students select one of the four areas of development to write about. In their essays, the students should explain why they want to promote personal development in that particular area. Have them design a plan for promoting that aspect of personal development. Ask student volunteers to share their plans with the class or have students pair with

TAAS WRITING

NOTES

another student who wrote on the same area of development and share their essays and plans with one another. If available, have students use computer software programs to write their essays.

FHA/HERO ACTIVITIES

- Power of One: A Better You
- STAR Events: Skills for Life; Interpersonal Communications
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Individual and Family Life

Knowledge and Skills.

(2) Personal development.

The student determines short-term and long-term implications of personal decisions.

The student is expected to:

(A) summarize the decision-making process;

(B) discuss consequences and responsibilities of decisions; and

(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.

2A- The student is expected to summarize the decision-making process.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY

Have students make a list of 10-15 decisions that they made the previous day. Have students categorize the decisions by types (e.g., social, financial, personal, school or work, family). Instruct students to designate how each decision was made by marking them with a **T** for *Thought through*, **I** for *Impulse*, or **P** for *Procrastination* (they put off making the decision until the last minute or the decision was made for them).

KEY QUESTIONS

- On the average, how many decisions do you think people make in one day?
- What types of decisions do you face most often?
- How are most of your decisions made?
- What influences how you make decisions?

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Use Teaching Aid 5, ***Steps in Decision Making,*** as the basis for a class discussion on the decision-making process. Include the following points in the discussion:

TA 5 Steps in Decision Making

- Accurately describing the decision to be made or the problem to be solved is often the most critical, and may be the most difficult step in the decision-making process.
- If there is only one alternative, there is no decision to be made.
- By listing as many alternatives as you can, even if they are not all practical or possible, you are more likely to select a positive alternative.
- Weigh the advantages and disadvantages of selecting each alternative by considering your goals, needs, and personal priorities.
- Every decision you make has either a positive or negative impact on your life or on the lives of others.

KEY QUESTIONS

- Why is it sometimes difficult to identify the decision to be made or the problem to be solved?
- Why is it important to have multiple alternatives to a decision or several possible solutions to a problem?

NOTES

KEY QUESTIONS, CONTINUED

- What has to be considered when selecting the best alternative?
- Why it is important to evaluate the outcome of the decision?
- How does evaluating the outcome of the decision affect future decisions?

TA 6 Decisions, Decisions!

Distribute copies of Teaching Aid 6, ***Decisions, Decisions!***, to students. Have them read the scenario and then respond to the questions at the bottom of the page. Lead a class discussion regarding the action taken by Jordan at each stage of the decision-making process.

KEY QUESTIONS

- What is the decision to be made?
- What are the options/alternatives?
- What are the advantages and disadvantages of each alternative?
- Which of the alternatives do you recommend for Jordan?
- What do you predict the results of his decision will be?

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Power of One: A Better You
- Any FHA/HERO program or project is tied to the steps in decision-making.
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

2B- The student is expected to discuss consequences and responsibilities of decisions.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) VIDEOTAPE/CLASS DISCUSSION

Read to the class a children's story such as *Hansel and Gretel* or *The Little Engine That Could* or show video segments from movies such as *Breaking Away, My Bodyguard, or Ferris Bueller's Day Off*. Lead a class discussion about the consequences of decision making.

KEY QUESTIONS

- What are some positive consequences of making decisions?
- How does the act of making decisions increase your decision-making skills?
- What are some negative consequences of making decisions?
- How do impulse decisions impact the consequences of making decisions?
- How does procrastination or avoiding decision making affect the consequences of the decisions?

2) GROUP ACTIVITY

Divide the class into eight small groups. Assign each group either a positive or negative impact of one of the following responsibilities of decision making:

- Consider the impact on self and others;
- Weigh the risks;
- Accept consequences (positive and negative) of decisions;
- Evaluate every decision.

Have groups develop case studies on the assigned topics. Have each group share their case study with the class. Lead students in brainstorming about other responsibilities involved in making decisions.

KEY QUESTIONS

- How can personal decisions impact others?
- What could happen if the risks of decisions are not evaluated?
- Why is it important to evaluate every decision?

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TA 7 ***Decision Quotations***

TAAS WRITING

3) INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 7, ***Decision Quotations***. Assign each student a quote from the Teaching Aid. If the class is too large, divide the class into small groups or pairs. Have the students read their assigned quote and write their own interpretation of the quote as it pertains to personal development or interpersonal relationships. Have students share their interpretations with the class. Use the interpretations as a springboard for discussion on the importance of developing responsible decision-making skills.

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Power of One: A Better You; Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

2C- *The student is expected to evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape depicting a person making a major decision. Lead students in a discussion about the effect of the decision on self and others, or have students find newspaper and magazine articles about decisions individuals have made and the effects on the individual and society. (*Reader's Digest* is a good source for this type of article.)

2) CASE STUDY/GROUP ACTIVITY

Divide the class into small groups. Have each group evaluate the effects of a decision described in one or more of the case studies in Teaching Aid 8, ***Decision-Making Case Studies***. Have students use Teaching Aid 9, ***Decision Evaluation Grid***, to evaluate each case study. Lead a class discussion on evaluating the effects of decisions.

TA 8 ***Decision-Making Case Studies***

TA 9 ***Decision Evaluation Grid***

3) WRITTEN EXERCISE

Have students write a paper entitled *The Effects of My Decision*. The paper should describe a decision that they have made. Prior to beginning the writing process, have students analyze their decision based on the five steps in the decision-making process. The effects of the decision should be evaluated on four or more of the following topics: health, personal well-being, family, interpersonal relationships, employment, finances, school, society as a whole. Guide students in developing a rubric to evaluate their papers that includes the following criteria: description of decision, evaluation of the decision on four or more topics, and technical aspects of the paper. Indicators could range from *exceptional* to *adequate* to *incomplete*.

TAAS WRITING

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Power of One: A Better You; Family Ties
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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RESOURCES

Individual and Family Life

Knowledge and Skills.

(3) Personal development.

The student analyzes considerations related to the transition to independent adulthood.

The student is expected to:

(A) describe adjustments related to achieving independence; and

(B) determine responsibilities of living as an independent adult.

3A- The student is expected to describe adjustments related to achieving independence.

1) BRAINSTORMING/CLASS DISCUSSION

Have students brainstorm to develop a class definition of *independence.* Lead students in a discussion on adjustments related to achieving independence.

KEY QUESTIONS

- When is a person considered independent?
- What are characteristics of an independent individual?
- How does an individual know when they have achieved independence?
- Why do people want to be independent? When would they not want to be independent?

2) INTERVIEW

Have students conduct an interview about adjustments to adult life with one or more young adults who are living independently of their families. Teaching Aid 10, ***Adjustments to Independent Living Interview***, can guide students in developing questions to ask. Have students report their findings to the class.

TA 10 Adjustments to Independent Living Interview

KEY QUESTIONS

- What are the major adjustments related to achieving independence?
- Which adjustments require help from others?
- What are some resources that help with the adjustment to independence?
- What are some things that can be learned as a teenager that will help with the transition to independence?
- How can teenagers develop independence while living with their parents?

3) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute four 3x5 inch cards to each student. Have each student write one concern for their future on each card. Students should be instructed not to write their names on the cards. Collect the cards and sort them into like concerns. Write the final list of concerns on the chalkboard, overhead projector, or on a large sheet of paper posted in the classroom. Lead students in a class discussion on the issues that face a person moving into adulthood and independence.

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KEY QUESTIONS

- What concerns about adulthood are of greatest concern to young people?
- What preparation can teenagers make to be able to more easily face their concerns?
- What resources are available to help an individual resolve their concerns?
- How can family or friends help an individual resolve their concerns?
- How does being independent change the way an individual spends their time? The way that person may spend money?
- How does being independent change one's self-concept?

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Power of One: A Better You; Working on Working; Take the Lead
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

3B- The student is expected to determine responsibilities of living as an independent adult.

1) BRAINSTORMING/CLASS DISCUSSION

Have students brainstorm the responsibilities of living as an independent adult by using the following strategy. Divide the class into two groups, having the groups line up on opposite sides of the classroom. Alternating between the sides, each student is to give one responsibility of adulthood before sitting down. Students are not allowed to duplicate responsibilities. When all students have contributed to the list, lead the class in a discussion about responsibilities of living as an independent adult. Have students prioritize the responsibilities.

KEY QUESTIONS

- Which responsibilities are essential to independent living?
- Which responsibilities are important but not essential?
- Which responsibilities are of little significance?

Distribute copies of Teaching Aid 11, ***Are You Ready to Live Independently?***, to students as a checklist for determining responsibilities of living as an independent adult.

2) SKIT/CLASS DISCUSSION

Divide the class into small groups. Assign each group a traditional folk tale or fable on one of the following topics: self-discipline, compassion, responsibility, work, courage, perseverance, honesty, and loyalty. Have each group present the tale/fable to the class as a skit. Following each skit, lead the class in discussion about the independent person's responsibility to develop each characteristic. Some examples of fables or folk tales include:

- Self-discipline: *The Hare and the Tortoise*
- Compassion: *The Dove and the Ant*
- Responsibility: *The Little Red Hen and the Grain of Wheat*
- Work: *The Ant and the Grasshopper*
- Courage: *The Wizard of Oz (the Lion)*
- Perseverance: *The Crow and the Pitcher*
- Honesty: *The Shepherd Boy and the Wolf*
- Loyalty: *The Lion and the Mouse*

KEY QUESTIONS

- How does the portrayed characteristic help an individual's adjustment to independence?
- What experiences would help an individual develop the characteristic?
- Which characteristics would hinder adjustment to independence?
- What happens when adults have not developed these characteristics?

NOTES

TA 11 Are You Ready to Live Independently?

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NOTES

TA 12 ***Finding an Apartment***

3) EDUCATIONAL TOUR/INDIVIDUAL ACTIVITY

"Moving out" is a major step toward independence. Choosing a place to live requires some important personal decisions. Careful consideration must be given to needs and wants as well as to what kind of housing is affordable. For many young adults, apartments offer a solution to affordable housing. Have students tour an apartment complex to determine what should be considered in finding a place to live. (As an alternative to the tour, have students contact an apartment locator service in a larger community for a video tour of available apartments, search this service on the Internet, or use an apartment guide from the supermarket). Distribute copies of Teaching Aid 12, ***Finding an Apartment***, to guide students in locating a place to live as an independent adult. Have students share their findings with the class.

TA 4a & ab ***Brochure Assessment***

TAAS READING

TAAS WRITING

4) GROUP ACTIVITY/RESEARCH/PROJECT

Divide the class into small groups. Assign each group one of the following topics: financial management, nutrition and health, safety, transportation, relationships, work, housing, consumer responsibilities, or citizenship. Have each group use classroom, library, or Internet resources to develop guidelines for independent living based on the assigned topic. Have groups share their guidelines with the class through a brochure or some type of visual display (e.g., poster, collage, bulletin board). Post the completed brochures or visual displays in the classroom. If brochures are developed, have students use Teaching Aids 4a and 4b, ***Brochure Assessment***, as an evaluation tool.

KEY QUESTIONS

- What skills for independent living are important to develop?
- How does an individual's role(s) change as he or she becomes more independent?
- How can young people develop these management skills while living at home with their parents?

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

VIDEOTAPE

So You Want to Move Out?, available from the Home Economics Curriculum Center.

Individual and Family Life

Knowledge and Skills.

(4) Interpersonal relationships.

The student analyzes the family's role in relationship development.

The student is expected to:

(A) describe the development of relationships;

(B) explain the family's role in fostering the abilities of its members to develop healthy relationships; and

(C) analyze effects of cultural patterns on family relationships.

4A- The student is expected to describe the development of relationships.

1) CLASS DISCUSSION

Using Teaching Aid 13, ***Relationship Development Wheel***, lead a class discussion about the components of the wheel. Have students compare the wheel components to relationships that they have with others.

KEY QUESTIONS

- How would you describe each of the four main parts of the relationship development wheel?
- How does a reduction in any of the four areas of the wheel affect the other areas?
- What might happen to a relationship if the "flow" of the relationship wheel reverses direction?
- Does the continuous flow of relationship components increase or decrease the closeness and effectiveness of a relationship? Why?

2) INDIVIDUAL ACTIVITY

Each of us are involved in many relationships during our lifetimes. Have students draw a web diagram representing the relationships between the student and others using Teaching Aid 14, ***Relationship Web Diagram***. Instruct students to start with themselves in the middle of the diagram and to visually show the relationships and their connectedness through single or double-arrow lines. Students should label the relationship lines, or the nature of the relationship could be shown with colored lines: blood kinship (red); kinship by marriage (blue); friendship (green); work relationships (brown); school relationships (yellow); etc.

KEY QUESTIONS

- How many relationships do you currently have?
- How have these relationships developed over time? What are similarities and differences in the ways relationships develop?
- Does your relationship diagram look complicated? Why?
- Why might someone's relationship diagram be very complex?
- Can you identify relationships that you would like to improve or additional relationships that you would like to develop? What are they?

3) CLASS DISCUSSION

Lead students to brainstorm ways that relationships end. Ask a student to write the responses on the chalkboard or overhead. Have students group the responses according to common characteristics. Character-

NOTES

TA 13 ***Relationship Development Wheel***

TA 14 ***Relationship Web Diagram***

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NOTES

istics of ended relationships might be based on the following: reasons for end, timing of the ending, and emotional impact of the ending.

KEY QUESTIONS

- What are common reactions that individuals have when a relationship ends?
- How does the reason for ending a relationship impact emotional reactions?
- How does the timing of the ending of a relationship (e.g., sudden dissolution vs. gradually growing apart) influence the reactions of the individuals involved?
- What are some suggestions for coping with the ending of a relationship?

RESOURCES

4B- The student is expected to explain the family's role in fostering the abilities of its members to develop healthy relationships.

1) CLASS DISCUSSION

Guide students in defining the term *nurturing*. Have students work in small groups to complete a T-chart on nurturing similar to the one below or use Teaching Aid 15, ***Nurturance of Family Members Looks Like — Sounds Like***, in which they identify what a family's nurturing behavior *Looks Like* in the left column and what it *Sounds Like* in the right column. Have groups share the information on their charts with the class.

Looks Like	Sounds Like

KEY QUESTION

- How is the nurturance for one another that occurs in families connected or related to the ability of family members to develop healthy relationships?

2) CLASS DISCUSSION

Divide the class into small groups. Have students answer the key questions on social skills and behaviors usually taught in families. Lead the class in discussion of the small group responses.

KEY QUESTIONS

- What social skills do we learn in families?
- What topics about behavior are discussed in families?
- How is an individual's ability to establish positive relationships outside the family (school, work, community, etc.) affected by the teachings and relationship experiences from their family?
- What social skills and behaviors will you expect of your own children?
- What social skills and behaviors will children of the next generation need to be able to function in society and in relationships?

NOTES

TA 15 ***Nurturance of Family Members Looks Like — Sounds Like***

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3) GUEST SPEAKER

Invite a school counselor, family therapist, certified family life educator, or child development specialist to speak on the role of the family in the development of relationship skills.

Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Listening team — team of students whose responsibility includes listening during the presentation for the answers to questions identified in advance of the presentation. See the **Creative Ideas** section for more information.

4) WRITTEN EXERCISE

TAAS WRITING

The family is an important source of close relationships. Many factors affect these relationships. Family members who develop common interests are more likely to spend time together sharing, having fun, and building relationships that can last a lifetime. Have students write an essay on the family's role in fostering the abilities of its members to develop family relationships. Have student volunteers share their papers.

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk, Interpersonal Communication
- Families First: all units
- Power of One: Family Ties

RESOURCES

4C- The student is expected to analyze effects of cultural patterns on family relationships.

1) CLASS DISCUSSION

Have students define the terms listed on Teaching Aid 16, ***Terms to Know About Culture and Relationships***. Lead students in a class discussion related to the definitions provided on the Teaching Aid.

KEY QUESTIONS

- Why might some people be opposed to acculturation?
- How does stereotyping increase prejudice?
- What role does empathy play in reducing prejudice?
- How might the spirit of altruism impact family relationships?
- How might the spirit of altruism affect relationships outside the family?
- How might families discriminate against family members? How would discrimination affect the relationships in the family?

2) PANEL DISCUSSION/LISTENING TEAMS

Invite a panel of individuals from various cultures to discuss how family traditions, customs, and language impact family relationships. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Listening team — a team of students whose responsibility includes listening during the presentation for the answers to the questions they wrote.

3) VIDEOTAPE/CLASS DISCUSSION

Have students view a video such as *Understanding Cultural Differences*, available from the Home Economics Curriculum Center, or television segments highlighting various cultural groups. Following the video, lead students to discuss effects of cultural patterns on family relationships. Cultures may differ in customs, education, food, entertainment, religions, treatment of elders, regard for human rights, as well as in other areas. Teaching Aid 17, ***Effects of Cultural Patterns on Family Relationships***, can be used as a student worksheet or as key questions for class discussion.

4) INDIVIDUAL ACTIVITY/RESEARCH/ORAL PRESENTATION

Have students read selected references on cultural patterns and their effect on family relationships. Students could gather information from the library, Internet, and classroom resources. Have students write a

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TA 16 ***Terms to Know About Culture and Relationships***

TA 17 ***Effects of Cultural Patterns on Family Relationships***

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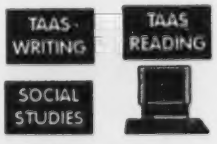

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report on their findings and/or present the findings using some type of multimedia.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Families First: Families Today
- Power of One: Family Ties
- Japanese Exchange Program

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 1C, "Understanding Cultural Differences."

PUBLICATION

Zafar, Syed and Zafar, Joyce, 1997. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone.*

VIDEOTAPE

Understanding Cultural Differences, available from the Home Economics Curriculum Center.

Individual and Family Life

Knowledge and Skills.

(5) Interpersonal relationships.

The student analyzes relationship development outside the family.

The student is expected to:

(A) describe ways to promote friendship;

(B) describe the influence of peers on the individual;

(C) determine appropriate responses to authority figures;

(D) propose ways to promote an appreciation of diversity;

(E) assess the importance of attitude in relationships; and

(F) discuss functions and roles of dating.

5A- The student is expected to describe ways to promote friendship.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into two groups. Assign one group the topic *Characteristics I Like in Friends* and assign the other group the topic *Characteristics I Don't Like in Friends*. Have each group create a graffiti wall on their assigned topic. A graffiti wall is a large sheet of paper (such as butcher paper or Kraft paper) on which students draw pictures or write words or phrases on a specific topic. The sheets of paper can be laid on the classroom floor so that students can work as a group to create the graffiti wall using crayons or water-based markers. Hang the sheets on the walls of the classroom and lead a class discussion using the key questions.

KEY QUESTIONS

- What characteristics do people generally want in friends?
- What characteristics do most people not want in friends?
- Why would a characteristic we like or don't like in one friend possibly result in a different level of acceptance if displayed by another friend?
- Of the characteristics that people like in friends, which ones are characteristic of you? Which qualities are you working to improve?

2) ROLE PLAY

Lead students in discussing places where they usually meet new friends (e.g., school, church, family, neighborhood, mall). Divide the class into small groups. Assign one of the identified places for meeting friends to each group. Have each group develop a role play illustrating how people meet and friendships begin at the assigned place.

3) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 18, ***Friendship Circle***, to each student. The Teaching Aid consists of four concentric circles. The inner circle is labeled *Me*. The second circle is *Close Friends* and the third circle is labeled *Casual Friends*. The outer circle is labeled *Acquaintances*. Instruct students to write in each circle the names of people who fit the categories. Students could use colors or shapes to designate places where the friendships began (e.g., circles for relationships that began at school, triangles for relationships that began in the neighborhood). Use the key questions to generate class discussion.

TA 18 Friendship Circle

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KEY QUESTIONS

- Where do you meet most of your friends and/or acquaintances?
- Which of your acquaintances were once close friends? What led to the change?
- Which acquaintance would you like to know better? Why?
- What could you do to ensure that this will happen?
- What are the differences in characteristics between your friends and acquaintances?

4) GROUP ACTIVITY

Divide the class into small groups. Have each group create a poster titled *A Friend Is...* Students may use magazine pictures or illustrations to enhance the poster. Have groups present their posters to the class and explain their definitions.

TAAS WRITING

5) WRITTEN EXERCISE

Have students write an essay based on the following situation:
A local newspaper is sponsoring an essay contest for junior and senior high school students. Entrants are to write an essay of no more than 100 words describing *What I Want Most in a Best Friend and Why*.

RESOURCES

5B- The student is expected to describe the influence of peers on the individual.

NOTES

1) CLASS DISCUSSION

Lead a class discussion on the types of influences that peers have on each other. Guide students in identifying both the positive and negative results of peer influence.

KEY QUESTIONS

- In what ways do peers influence each other? (Examples include dress, attitudes, actions, school work, participation in activities, and acceptance of family and personal priorities.)
- Which of these examples can be positive influences? Negative influences?
- Why do most people think that peer pressure is negative?
- When could peer pressure be positive?
- How does positive peer group influence affect a person's development of emotional independence from the family?
- What types of peer pressure do adults face?
- How does peer pressure among adults differ from peer pressure faced by adolescents?

2) ROLE PLAY

Divide the class into small groups. Have groups draw for one of the role play situations in Teaching Aid 19, ***How Do YOU Handle Peer Pressure?*** Following the role plays, lead a class discussion based on the following key questions.

TA 19 How Do YOU Handle Peer Pressure?

KEY QUESTIONS

- What was negative about the peer pressure in the role play?
- Was the response to the peer pressure realistic in the role play?
- Why is it important to resist negative peer pressure?
- What other ways could this situation have been handled?

3) VIDEOTAPE

Have students view a videotape available from various sources or video segments from televisions shows depicting the pressures from peers and others that teenagers face. Lead a class discussion on the types of pressures that teenagers face and ways to effectively handle the pressures in their lives.

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KEY QUESTIONS

- What are the consequences of giving in to negative pressures from friends?
- What are the consequences of giving in to positive pressure from friends?
- If a person feels pressured by peers or others, where and to whom can they turn for support?
- What strategies can be used in resisting negative peer pressure?

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Power of One: A Better You
- Chapter Activity - program on handling peer pressure

RESOURCES

5C- The student is expected to determine appropriate responses to authority figures.

NOTES

1) CLASS DISCUSSION/BRAINSTORMING/GROUP ACTIVITY

Lead the students in a class discussion to develop a definition of *authority figure*. Have a student write the definition on the chalkboard or a transparency. Lead the class in brainstorming a list of authority figure roles (e.g., parent, teacher, employer, coach, principal, police officer, judge). Have a student record the list on the chalkboard or overhead.

Divide the class into small groups. Assign each group one of the authority figures listed. Instruct the students to develop a list of appropriate responses to their assigned authority figure. Have each group share its findings.

KEY QUESTIONS

- What is meant by the term *authority figure*?
- Who do you consider to be authority figures? Who do your parents consider to be authority figures? Is there a difference? Why?
- What are appropriate responses to authority figures?
- What are the consequences of appropriate responses to authority figures?
- What are inappropriate responses to authority figures?
- What are the consequences of inappropriate responses to authority figures?
- How does a person learn appropriate or inappropriate responses to authority figures?
- What role does attitude play in our responses to authority figures?
- Why is it important to learn appropriate responses to authority figures?

2) PANEL DISCUSSION

Invite a panel of people who serve in authority roles (e.g., police officer, judge, parent, employer) to speak to the class on appropriate ways of responding to authority. Have a student introduce the panel members and the topic for discussion. Use the key questions from the previous activity to generate questions. Lead the class in a discussion about the similarities and differences in the responses to different authority figures.

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3) ROLE PLAY

Divide the class into small groups. Using Teaching Aid 20, ***Responses to Authority Figures***, assign one of the scenarios to each group. Have the

TA 20 Responses to Authority Figures

NOTES

groups role play appropriate and inappropriate responses to the authority figure. Have groups consider how attitude influences the responses. Ask groups to share their role plays with the class.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- FHA/HERO Career Connection: PLUG IN to Careers
- Power of One: A Better You
- STAR Events: Illustrated Talk; Skills for Life

RESOURCES

5D- The student is expected to propose ways to promote an appreciation of diversity.

NOTES

1) CLASS DISCUSSION

Share with students this definition of *diversity*: "differing from one another" (Merriam-Webster's Collegiate Dictionary, Tenth Edition, 1996). Discuss with students how diversity is related to many different things, such as cultures and ethnic groups, geographical regions where people live, personalities, ages, talents, special needs, and socioeconomic groups. Have students consider the differences among their friends and neighbors such as those who play the piano, sing, draw, run track, are outgoing, speak multiple languages, etc. Lead students to consider diversity in a broad sense.

KEY QUESTIONS

- What are some common goals among a diverse population?
- How can we promote an appreciation of diversity among peers, families, and fellow citizens?
- What are the benefits of appreciating people as unique individuals regardless of differences?
- How can an appreciation for diversity facilitate achieving common goals across our population?
- What is stereotyping, and what are the problems with stereotyping individuals?
- How can showing appreciation of diverse groups strengthen relationships?
- What keeps us from appreciating the diversity of others?

2) CLASS DISCUSSION

Use a children's book that depicts diversity, such as *Sneetches* by Dr. Seuss , *How Old is Old?* by A. Combs, or *I'm New Here* by B. Howlett to introduce a class discussion on the diversity found among friends, family members, and co-workers. The discussion should be framed within the context of diversity related to cultures and ethnic groups, geographical regions where people live, personalities, ages, talents, special needs, and socioeconomic groups.

KEY QUESTIONS

- How do we benefit from our association with people who are different from ourselves?
- How does our appreciation of another person's unique qualities affect the other person?
- Why it is sometimes difficult to appreciate/accept people who are different from us?
- How can our society benefit if differences among our citizens are appreciated and accepted?

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3) GUEST SPEAKER

Invite a guest speaker to share with the students about diversity in relation to persons with special needs. Possible speakers might include a social worker, school counselor, nurse, or a special education teacher.

4) ROLE PLAY

Have students role play situations or describe situations where they exhibit ways to show appreciation for diversity. Suggestions for role plays might include:

- You are assigned to a class project with a student who speaks limited English.
- The student who sits next to you in class wears a style of clothes and hair that does not fit the norm for your school.
- A foreign exchange student is a new student in your class.
- A visually-handicapped student has a locker just below yours.
- Your best friend's grandfather has moved in with your friend's family.

KEY QUESTIONS

- What are some techniques for getting to know another person better?
- Why is it easier to accept some differences than to accept others?
- How can you let a person know you appreciate their differences?
- How can you appreciate a person who is different while maintaining characteristics that make you mutually unique?

5) VIDEOTAPE

Have students view video segments from a movie such as *Do the Right Thing*. Lead a class discussion on individual and group responsibilities and consequences of living in a diverse world. Use the key questions from the previous strategy.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 1C, "Understanding Cultural Differences."

PUBLICATION

Minor, Lee and Minor, Judy, 1999. *Essentials for Home Economics Education: The Cornerstone*, "Celebrating Differences."

5E- The student is expected to assess the importance of attitude in relationships.

NOTES

1) GROUP ACTIVITY

Lead students in defining *attitude*. Divide students into small groups. Distribute copies of Teaching Aid 21, ***Attitudes***, to each group. Have students list characteristics of a positive attitude in one column and characteristics of a negative attitude in the other. Have groups compare their lists.

TA 21 Attitudes

KEY QUESTIONS

- What is an attitude?
- Where do attitudes come from?
- What influences attitudes?
- How do attitudes affect your life?
- How do attitudes affect your choice of friends?
- How are attitudes and actions related?
- Which attitudes would you want in someone you date or choose to marry?
- Which attitudes are good for family members?
- Which attitudes are good for an employee?
- How do people develop positive attitudes?
- How can individuals maintain a positive attitude?

2) CLASS DISCUSSION

As a springboard for class discussion, use the quotation on Teaching Aid 22, ***A Matter of Attitude***. Lead students in identifying ways a person's attitudes may affect success in relationships with others.

TA 22 A Matter of Attitude

KEY QUESTIONS

- What types of attitudes tend to have a positive effect on relationships with others?
- What types of attitudes may have a negative effect on relationships with others?
- How might a teenager's attitudes affect their future relationships?

3) GUEST SPEAKER

Invite an employer to speak to students on the importance of positive attitudes in the workplace. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Listening team — a team of students whose responsibility includes

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listening during the presentation for the answers to the questions they wrote.

FHA/HERO ACTIVITIES

- Power of One: A Better You; Family Ties; Working on Working
- STAR Event: Illustrated Talk
- Families First: Families Today; You-Me-Us; Meet the Challenge

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.com

Ohio Agricultural Extension Service (on-line fact sheets and information on a variety of family and consumer sciences topics)
www.ag.ohio-state.edu/~ohioline

Texas Agricultural Extension Service
(or contact your county family and consumer sciences agent)
agextension.tamu.edu

5F- The student is expected to discuss functions and roles of dating.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Write the word "dating" on the board and have students write their own definition of dating. Have students share their written definitions and then work together as a class to arrive at a class definition of dating. Display Teaching Aid 23, ***Reasons for Dating***, on the overhead projector and review the reasons for dating with the class. Have students brainstorm additional reasons.

KEY QUESTION

- Why do individuals date?

Display Teaching Aid 24a, ***The Dating Route***, on the overhead projector. Discuss with students each stage of the dating route and have them use Teaching Aid 24b to record a definition of each stage.

Answer Key to Teaching Aid 24b:

- Group dating - often begins at age 12 or 13 and is usually instigated by girls. Activities include school dances, club meetings and activities, church and social gatherings with adult supervision.
- Casual or Random dating - involves no commitment to continue the relationship beyond each date. This type of dating is very casual but often very competitive.
- Steady dating - usually a desire exists to date each other exclusively. Often steady dating is for convenience only; the couple always have a "date" to school and social functions.
- Being "pinned" or "promised" - referred to as "engaged to be engaged." A ring or fraternity pin may be given to the girl as a symbol of commitment.
- Engagement - the final dating stage before marriage. A formal announcement of the intent to marry is customarily announced to family and friends. Active planning of the wedding and the couple's future plans begin.

KEY QUESTIONS

- What are the functions and roles of dating in our society?
- How does dating contribute to an individual's preparation for adult life?
- How does dating contribute to an individual's preparation for marriage?
- How does dating increase a person's understanding of others?
- What important social skills do individual's learn during the dating process?
- What is the purpose of each stage of dating?

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TA 23 Reasons for Dating

TA 24a & 24b The Dating Route

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*TA 25 **Rate a Date***

2) INDIVIDUAL ACTIVITY/GROUP ACTIVITY/VISUAL DISPLAY

Distribute copies of Teaching Aid 25, ***Rate a Date***, to students. Have students rate the statements according to how they view the importance of each statement. Have student volunteers tabulate the rating scores for each statement and calculate a mean score (average) for each statement. For example, if the total score for statement #1 is 40 and there are ten students in the class, then the mean score for statement #1 is four (4). According to the rating scale, 4 is "very important." That statement could then be interpreted as "very important" to the students in the class.

Lead a class discussion on dating etiquette.

KEY QUESTION

- What are the guidelines for dating etiquette?

Divide the class into triads and have each triad make a poster or visual display reflecting characteristics of an ideal dating partner.

3) GUEST SPEAKER/RESEARCH/INDIVIDUAL ACTIVITY

SOCIAL STUDIES

TAAS READING | TAAS WRITING

Invite a foreign exchange student or a person who grew up in a country outside the United States to talk to the class about dating patterns in his or her native country. If a guest speaker with this background is not available, have students gather information about dating practices in other countries from the library, Internet, and classroom resources.

KEY QUESTIONS

- How do dating practices in the United States differ from dating practices in other countries?
- What are the advantages of dating practices in the United States? What are the disadvantages?
- How do dating practices vary in cultural groups within the United States?

4) GROUP ACTIVITY/SCENARIO

*TA 26 **Dating Disasters — Scenarios***

Divide the class into groups. Using Teaching Aid 26, ***Dating Disasters — Scenarios***, assign each group one of the situations to solve. Have each group share their responses to the problem. If appropriate, each group could illustrate the situation by role playing.

Individual and Family Life

Knowledge and Skills.

(6) Interpersonal relationships.

The student determines factors related to marital success.

The student is expected to:

(A) analyze components of a successful marriage; and

(B) determine communication skills and practices that strengthen marriage.

6A- The student is expected to analyze components of a successful marriage.

NOTES

TAAS READING TAAS WRITING

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

There is a tendency among Americans to choose marriage partners who are similar to them in a variety of ways — in ethnic and cultural background, age, educational and religious background, and socio-economic status. Physical attractiveness can also play a large role in considering a marriage partner. Compile a file of articles from newspapers and magazines on considerations for selecting a mate. Have students select one of the articles to read and write a summary. Have students share their summaries.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have each student make a list of components and/or characteristics of a successful marriage. Have students share their lists with the class. Create a class list combining ideas from class members. Post the class list on a bulletin board or prominent place for the class to refer to, and perhaps adjust, during further class activities.

KEY QUESTIONS

- What words describe a successful marriage?
- What are the most important characteristics of a successful marriage?
- How do the following factors impact the success of a marriage?
  - number of years married
  - personal beliefs about marriage
  - religious beliefs
  - number of children
  - encouragement and assistance from extended family members
  - financial stability
  - career choices
  - education

3) SURVEY/PROJECT

Have each student survey several married persons and record responses to the question, *What keeps a marriage going?* From the survey responses, develop a class list of 10-15 of the most common responses to the question. Guide students in developing a ranking questionnaire for further research. Have students ask additional married persons to rank order the items in the questionnaire using the scale 1 = *most important* and 10 or 15 = *least important*. Prepare a class graph showing total responses, ranking of each questionnaire item, and rankings by female, male, number of years married, etc. As a follow-up activity, have students write an article for the school newspaper about the findings.

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TAAS WRITING

NOTES

4) CLASS DISCUSSION

Have students list examples of strong marriages seen in public life (e.g., television, movies, magazines, newspapers). Lead a class discussion on the characteristics that the marriages listed have in common, such as open communication, affection, commitment, respect, support in times of adversity, appreciation of each other, strong family interests, and individual interests.

KEY QUESTIONS

- What are recognized characteristics of each of these marriages?
- Which of these characteristics do these marriages have in common?
- What traits do these marriages apparently lack?
- Which of these characteristics are most important to you in a relationship?
- How do families with these characteristics serve as role models for others?
- What if some of the components of a successful marriage are missing?
- Can a couple compensate for missing components of a successful marriage? How?

5) INTERVIEW

TA 27 ***Successful Marriage: Interview Sheet***

Have students interview at least three couples who have been married varying lengths of time. Have students use Teaching Aid 27, ***Successful Marriage: Interview Sheet***, to record and compare responses from the persons interviewed. Instruct students that the identity of those interviewed must remain anonymous. Have students share their findings with the class.

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.com

Ohio Agricultural Extension Service (on-line fact sheets and information on a variety of family and consumer sciences topics)
www.ag.ohio-state.edu/~ohioline

Texas Agricultural Extension Service
(or contact your county family and consumer sciences agent)
agextension.tamu.edu

6B- The student is expected to determine communication skills and practices that strengthen marriage.

NOTES

Note to the Teacher: For this TEKS, it is important to focus on communication skills and practices that strengthen marriage. TEKS 12A and 12B deal with communication related to employability skills.

1) CLASS DISCUSSION

Lead the class to define effective communication and to identify the components of communication. Include the following points:

- Effective communication is sharing messages with another person in a way that maintains or enhances the relationship.
- Components of communication
  a. Sender - the speaker, the person sending the message
  b. Receiver - the listener, the person receiving the message
  c. Message - the content (facts, ideas, topics, opinions) to be exchanged
  d. Means - the method for transmitting the message
     1) Verbal - telephone, face-to-face, etc.
     2) Nonverbal - facial expressions, gestures, body language, etc.
     3) Written- personal letter, fax, E-mail, etc.

KEY QUESTIONS

- Why is communication important in developing and maintaining the relationship in a marriage?
- What might result if individuals do not have good communication in their marriage?
- What might result if individuals do not have good communication in their families and other relationships?
- How might this in turn impact the marriage relationship?
- How is poor communication in one relationship likely to affect other relationships?
- Why are all four communication components necessary for effective communication?
- How can communication contribute to closeness in a marriage?
- How can communication contribute to closeness in family relationships?

2) GROUP ACTIVITY/ FHA/HERO

Using Teaching Aid 28, ***Types of Communication: Block Activity***, lead students in a group activity to analyze the effectiveness of one-way and two-way communication. Use the key questions provided on Teaching Aid 28. This also could be used as an FHA/HERO activity.

TA 28 Types of Communication: Block Activity

NOTES

TA 29 ***Communication Practices***

3) ROLE PLAY

Using Teaching Aid 29, ***Communication Practices***, lead students in a class discussion about communication practices that strengthen or damage interpersonal relationships. Have students role play examples of self-defeating patterns of communication. Then have students adjust their role plays to involve use of the four constructive communication methods.

KEY QUESTIONS

- What is the difference between constructive communication and self-defeating patterns of communication?
- Why is it important to know these differences?
- In the role plays, did the constructive communication work? Why?
- How can family members know that other family members love them?
- How can one spouse constructively criticize the other spouse while communicating love and affection?
- In what areas could you improve your use of constructive communication skills?

4) VISUAL DISPLAY/VIDEOTAPE/AUDIOTAPE

TA 30 ***Barriers to Communication***

Lead a class discussion regarding barriers to communication using Teaching Aid 30, ***Barriers to Communication***. Illustrate each type of barrier with selected cartoons such as *Cathy*, *Sally Forth*, or *Family Circus*; audiotapes such as *Who's on First* (Abbott and Costello); video segments from movies such as *Roxanne*, *Driving Miss Daisy*, *Kramer vs. Kramer*; and/or television shows such as *Cosby*, *Friends*, and *Seventh Heaven*.

KEY QUESTIONS

- How do poor listening skills interfere with effective communication?
- How does culture impact communication?
- In what ways do prejudices hinder communication?
- What is meant by a "mixed message"?
- What constructive communication practices can be used to unravel a mixed message?
- How do environmental factors impact communication?
- How can personal goals and priorities affect one's skill as a communicator?
- If an individual has low self-esteem, how might communication with others be affected? How might high self-esteem affect communication?
- How can barriers to effective communication be removed?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Modules 4A, "Verbal and Nonverbal Communication," and 4C, "Conflict Resolution."

VIDEOTAPE

Are You Listening? from the Home Economics Curriculum Center.

FHA/HERO ACTIVITIES

- STAR Events: Interpersonal Communications; Illustrated Talk
- Families First: You-Me-Us; Meet the Challenge

Individual and Family Life

Knowledge and Skills.

(7) Effective individual and family functioning.
The student determines methods that promote an effective family unit.

The student is expected to:

(A) describe family structures;

(B) explain the role of the individual within the family;

(C) compare functions of families in various cultures;

(D) predict the effects of societal, demographic, and economic trends on individuals and the family;

(E) appraise ways to strengthen functions in varied family structures;

(F) determine procedures for meeting individual and family needs through resource management;

(G) explain how technology influences family functions and relationships; and

(H) determine the impact of effective family functioning on community and society.

7A - The student is expected to describe family structures.

1) INDIVIDUAL ACTIVITY/ CLASS DISCUSSION

Display Teaching Aid 31, ***Key Questions: Family Structures***, on the overhead projector or distribute a copy to each student. Instruct students to read references such as textbooks and library resources to gather information about family structures and write responses to the questions gleaned from their reading. Use the students responses to the questions as a springboard for class discussion on family structures.

NOTES

TA 31 ***Key Questions: Family Structures***

TAAS READING

SOCIAL STUDIES

KEY QUESTIONS

- What characteristics do various family structures have in common?
- Do these characteristics hold true for all families? Why?
- How has the family changed through the years?
- What has brought about these changes?

Display Teaching Aid 32 , ***Types of Family Structures***, on the overhead projector and discuss with students the different types of family structures.

TA 32 ***Types of Family Structures***

- Traditional or nuclear family (two-parent family)
- Single-parent family
- Blended-family
- Childless couple
- Multigenerational household
- Foster family
- Single person

2) VIDEOTAPE

Show several video clips from television programs and movies that portray some of the family structures identified in Strategy 1 above such as: *Seventh Heaven; Promised Land; That Girl; The Waltons; One Fine Day; Yours, Mine, and Ours; Dad; Pollyanna; and, The Parent Trap* (all versions). Have students respond to the following questions after viewing the video clips.

SOCIAL STUDIES

KEY QUESTIONS

- What are some characteristics of the different family structures portrayed in the videos?
- How does family structure relate to family characteristics?
- What family characteristics appear to be the most common in all of the portrayals?
- Why has the family unit endured in every society?
- If we did not have family units, how would our society function?

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NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today
- Power of One: Family Ties

RESOURCES

PUBLICATION

Future Homemakers of America, Inc., 1996. *Families First.*

7B - The student is expected to explain the role of the individual within the family.

1) BRAINSTORMING/CLASS DISCUSSION

Have students name roles that family members perform such as father, mother, son, daughter, husband, wife, grandparent, employee, student, friend, volunteer, church member, civic leader, etc. Have a student record the responses on the board. When all of the responses have been recorded, have the class group the identified roles into categories. Have the students suggest categories such as:

- caregiver
- provider
- teacher
- nurturer
- companion
- protector
- contributor

Using the following key questions as prompts, lead a class discussion on the roles individuals play within the family.

KEY QUESTIONS

- What are the roles that family members perform within the family?
- What roles do family members perform outside the family?
- What responsibilities are associated with each role?
- Which family members routinely manage multiple roles?
- Does managing multiple roles create additional stress for family members? Why?
- Do roles change for individuals in the different types of family structures? How? Why?
- Which roles do you perform in your family?
- Which roles do you perform outside of your family?
- How do you predict your role in your family to change in the next ten years?

NOTES

SOCIAL STUDIES

2) SURVEY

Have each student complete Teaching Aid 33, ***Role Questionnaire.*** Ask students to distribute additional questionnaires to friends outside the class and to bring back the completed questionnaires. You may choose to assign a specific number, such as 2-3 per student. Remind students that questionnaires should be anonymous. (Note: Some school districts require local administrator approval prior to distribution of questionnaires.) Guide students in compiling the results, and have students work in groups to chart or graph findings and draw conclusions regarding those findings. For example, groups might develop a table, pie graph, or bar graph depicting the numbers or percentage of students who perceive themselves as filling the six most commonly

TA 33 Role Questionnaire

SOCIAL STUDIES

TAAS MATH

NOTES

identified roles. A frequency table might be developed to show the number of students who cited particular roles as being most important to themselves or their parents. As the groups present their graphs and charts to the class, guide students in reviewing concepts related to the role of the individual within the family.

KEY QUESTIONS

- What roles did students most often perceive themselves as performing?
- What roles were cited as most important to students?
- What roles were cited as most important to parents or guardians?
- What are role conflicts?
- What suggestions do you have for handling role conflicts or deciding which role(s) should have priority at a given time?

3) GROUP ACTIVITY/ FHA/HERO

Divide students into triads. Have each group develop a plan to help a family coordinate and manage work, family, and community role responsibilities. Have students write a description of their fictitious family (i.e., ages and number of children, etc.). Have students use computer word processing software to print their plans and then share them with the class.

As an FHA/HERO activity, have chapter members design and print a children's coloring placemat that emphasizes multiple roles of family members. Chapter members could distribute the placemats to elementary schools or local restaurants for use during National Family Week or other appropriate times of the year.

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge; Balancing Family and Career
- Power of One: A Better You; Family Ties

RESOURCES

PUBLICATION

Future Homemakers of America, Inc., 1996. *Families First.*

7C - The student is expected to compare functions of families in various cultures.

1) BRAINSTORMING/GROUP ACTIVITY/CLASS DISCUSSION

Write this question on the board or overhead projector: "What do families provide for their members?" Guide students in brainstorming responses as one student writes the responses on the board or a transparency. Display Teaching Aid 34, ***Functions of the Family***, on the overhead projector and discuss each of the functions with the class. Using the functions of the family as categories, have students categorize their responses from the brainstorming. For example, love, support, and encouragement would go under the category, "Affection." If there are categories without student responses, the teacher may need to provide students with suggested responses. After the students have categorized their responses, display Teaching Aid 35, ***What Are Functions of the Family?*** on the overhead projector and have students compare the list with their responses on the board.

KEY QUESTIONS

- What are the functions of the family?
- How have the functions changed over time?
- What is the role of the family in American culture?
- How do families prepare individuals to live and work in society?

2) PROJECT/TEAMWORK

Tell the students that their class is going to publish a special magazine segment about the functions of the family in various cultures. Bring examples of family magazines such as *Family Circle, Good Housekeeping, Parent's,* or *Reader's Digest* for students to look at to get ideas for the magazine segment.

Divide the class into teams. Assign each team a cultural group and instruct the team to research how family members in that culture of origin fulfill the functions of families (e.g., how they protect each other, how they nurture each other, how they provide economically, how they show love and affection,). Examples of cultural groups students may choose to research include:

- African
- Arab
- Asian Indian
- Brazilian
- British
- Chinese
- French-Canadian
- German
- Italian
- Japanese
- Korean
- Mexican
- Native American
- Nigerian
- Pakistani
- Russian
- Vietnamese
- Welsh

NOTES

TA 34 ***Functions of the Family***

TA 35 ***What Are Functions of the Family?***

SOCIAL STUDIES

TAAS READING

TAAS WRITING

SOCIAL STUDIES

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NOTES

Each team will write an article for the magazine segment reflecting the following information on their cultural group:

- A brief history of the culture
- Descriptions of how each of the family functions is carried out in the cultural group
- Descriptions of traditions, skills, and arts that are passed from generation to generation in the culture group

Instruct students to create graphics (pictures, tables, charts, figures) to include with their article. Each team also will make an oral presentation for the class to instruct class members on the family functions of their cultural group. Have each team utilize technology (presentation software, word processing or desktop publishing software, video presentation, etc.) in both the written magazine article and the oral presentation.

Assign a group of students to put the articles together to form their "magazine segment." Have another group of students create a cover for the magazine. Arrange for students to share their oral presentations and magazine with older elementary students or junior high home economics or social studies classes.

FHA/HERO ACTIVITIES

- Families First: Families Today
- Power of One: Family Ties
- Japanese Exchange Program - Have a Japanese Exchange student share experiences.

RESOURCES

BOOKS

Brigham Young University, 1998. *Culturgram '98.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 1C, "Understanding Cultural Differences."

7D - The student is expected to predict the effects of societal, demographic, and economic trends on individuals and the family.

1) RESEARCH/TEAMWORK/VISUAL DISPLAY

Display Teaching Aid 36, ***Societal, Demographic, and Economic Trends,*** on the overhead projector. Discuss with students how these trends impact individuals, families, and society in general. Divide students into research teams. Have students use library resources and the Internet to obtain current information on these trends that impact individuals and families.

Refer students to the U.S. Census site on the Internet: *www.census.gov.* Have students present their findings in written reports, share summaries with the class, and prepare a visual display related to their findings.

KEY QUESTIONS

- Which trends to you predict will have the greatest effect on you and your family? the least effect?
- What adjustments can individuals and families make to cope with these trends?
- What problems will the next generation (your children and grandchildren) face if these trends continue?

2) CLASS DISCUSSION/INTERNET ACTIVITY

Lead a class discussion on societal, demographic, and economic trends that influence individuals and families. Direct students to use the following resources to determine these trends. Have students develop charts or transparencies from the information they find.

- Population Reference Bureau, Washington, DC
- United Nations, *Demographic Notebook*. United Nations (1998).
- Census Bureau, *Statistical Abstract of the United States.*
- *American Demographics* magazine

KEY QUESTIONS

- Why do we take a census in the United States?
- What kinds of information does a nation need to know about its people?
- How is the census information used?
- Why are some individuals and groups opposed to the census?

Have students check the United States Population Clock Projection web site *(www.census.gov/cgi-bin/popclock)* on a weekly basis. Have students develop a line graph charting the population growth of the United States.

NOTES

TA 36 ***Societal, Demographic, and Economic Trends***

TAAS READING

TAAS WRITING

SOCIAL STUDIES

SOCIAL STUDIES

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NOTES

KEY QUESTIONS

- How will increasing populations affect our nation? our families? our children?
- How will changes in the demographics of our population affect our nation? our families?
- What can be done to ensure smoother adaptation to the population changes of the future?

3) INDIVIDUAL ACTIVITY

TA 37 ***Effects of Societal, Demographic, and Economic Trends on Families***

SOCIAL STUDIES

Distribute copies of Teaching Aid 37, ***Effects of Societal, Demographic, and Economic Trends on Families***, to students. Instruct students to list in the left-hand column any of the societal, demographic, or economic trends presented by students in Strategy 1 above. Beside each trend, have students check the columns that will be impacted by the trend and be prepared to tell how these trends will impact families in this way. Lead a class discussion on the trends that will have the greatest effect on individuals and families and the areas of concern to families that will be most affected by these trends.

KEY QUESTIONS

- Which trends are most likely to affect the economic function of the family?
- Which trends are likely to affect interpersonal relationships within and outside the family?
- Which trends are likely to affect education and career options in the future?
- Which trends are likely to impact health and wellness decisions of individuals and families?

4) INDIVIDUAL ACTIVITY

Have students collect newspaper and magazine articles that discuss societal, demographic, and economic trends and the impact of these trends on society. Have students share their articles with the class and establish a classroom reference file on these topics.

RESOURCES

Future Populations: World, Country, and State presented by Dr. Peter C. Bishop at the Home Economics Professional Development Conference, July 1998.

7E - The student is expected to appraise ways to strengthen functions in varied family structures.

1) CLASS DISCUSSION

Use Teaching Aid 32, ***Types of Family Structures***, Teaching Aid 34, ***Functions of the Family***, and Teaching Aid 38, ***Ways YOU Can Help Your Family Function More Effectively***, to generate discussion on ways to strengthen the functions of families in varied family structures. Lead a class discussion on the methods that will increase the effectiveness of family functioning listed on Teaching Aid 38. Have students add additional strategies that will help families function more effectively.

Note to the teacher: A key point that must be clearly established for students is that when functioning effectively, the traditional family (two-parent) is the structure best suited to performing the functions of the family in our society. Other structures require special accommodations to offset difficulties inherent to their structures. These accommodations are the point of the TEKS. For additional information and explanation, as well as instructional ideas, see the publication, *Families First*, Future Homemakers of America, Inc. (1996), pp. 18-19.

KEY QUESTIONS

- What strategies can be used to strengthen family functioning in a variety of family structures?
- Do some strategies work better in one type of family structure than another? Why?
- What is the outcome if all family members agree to use the strategy?
- What is the outcome if only one family member utilizes the strategy?

2) CASE STUDY/GROUP ACTIVITY

Divide students into small groups. Assign each group one of the case studies in Teaching Aid 39, ***Case Studies on Strengthening Family Functioning***. After reading their case study, have students analyze strengths and weaknesses related to the family functions and suggest strategies for strengthening family functions. Have each group share with the class their analysis of the case study and suggestions for strengthening family functioning.

3) GUEST SPEAKER

Invite a family counselor to speak to the class about strategies for helping families function more effectively. Following the presentation, have students write a one page summary of the presentation.

NOTES

TA 32 Types of Family Structures

TA 34 Functions of the Family

TA 38 Ways YOU Can Help Your Family Function More Effectively

SOCIAL STUDIES

TA 39 Case Studies on Strengthening Family Functioning

SOCIAL STUDIES

TAAS WRITING

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NOTES

TA 40 ***Children Learn What They Live***

4) GROUP ACTIVITY

Define *nurturance* for students. *Nurturance* means to further the development of, or nourish, another individual. Distribute copies of Teaching Aid 40, ***Children Learn What They Live***, to students. Have students read the poem. Divide the students into groups and assign each group one part of the poem. Instruct students to discuss the following questions pertaining to their part of the poem with their group members:

- Do you agree or disagree with the philosophy of your part of the poem? Why?
- In what ways does your assigned topic influence the growth and development of a child?
- How does your poem topic relate to the definition of *nurturance?*

KEY QUESTION

- What other traits and behaviors (positive and negative) might a child develop as a result of family functions other than nurturing?

5) INDIVIDUAL ACTIVITY

Have students use the FHA/HERO Planning Process to develop an action plan for strengthening a function in their own family. (e.g., The student may choose to plan recreational activities for the family.) Have students put their plans into action and keep a journal record of their progress. At the end of the semester, have students evaluate their action plan and the results.

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge
- Power of One: Family Ties

RESOURCES

PUBLICATION

Future Homemakers of America, Inc., 1996. *Families First.*

7F - The student is expected to determine procedures for meeting individual and family needs through resource management.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/ INDIVIDUAL ACTIVITY

Have students use dictionaries and other classroom and library resources to define the terms *need, want, priority*. Lead a class discussion regarding the differences between needs and wants. Discuss with students how individuals and families establish priorities or acknowledge the priorities of individual family members. Have students fold a sheet of notebook paper in half lengthwise and label one column, *Needs* and the other column, *Wants*. Next, have students prioritize each list.

KEY QUESTIONS

- What are the basic needs of individuals?
- How do needs and wants vary among individuals and families?
- How are wants influenced by others?
- How do needs and wants of family members influence family decisions on use of family resources?
- How does establishing priorities relate to meeting family needs and wants?
- How do priorities affect the way families manage their resources?

Discuss with students the difference between human (time, energy, talents) and nonhuman resources (money, possessions). On the board, list individual and family resources as students name them. Have students categorize the resources as human or nonhuman.

KEY QUESTIONS

- What factors influence the resources that a family might have?
- Which resources require management? Why?
- Which resources are the easiest to manage? Why?
- Which resources are the most difficult to manage? Why?

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2) PROBLEM SOLVING/GROUP ACTIVITY

Prepare the cards from Teaching Aid 41, ***Family Resource Management***. Divide the students into eight small groups. Have each group draw one family structure card, one income card, and two situation cards. Groups may add additional situation cards if they wish. Have each

TA 41 Family Resource Management

NOTES

TA 42 Learning to Manage Resources
TA 43 Components of Time Management
TA 44 Monthly Calendar
TA 45 Things to do Today
TA 46 Time Management
TA 47 Payroll Check
TA 48 Company Benefits
TA 49 Determining Salary and Benefits
TA 50 Opening a Checking Account
TA 51 Making A Deposit
TA 52 Using a Checking Account
TA 53 Checkbook Challenge
TA 54 Monthly Savings Plan
TA 55a & 55b Computing Simple and Compound Interest
TA 56 Sample Budget...
TA 57 Record Keeping Systems
TA 58 Case Study
TA 59 Types of Insurance
TA 60 Homeowner's Insurance Policies

TAAS READING

TAAS MATH

group analyze their family situations, list all resources that their family can use to solve their problems, develop an action plan, and predict an outcome for the family. Tape a large sheet of butcher paper across the front of the classroom. As each group presents their situations to the class, have them write the resource management strategies they recommended for the family on the butcher paper. When all groups have presented, have the class compare and contrast the management strategies and arrive at a class list of resource management strategies for individuals and families.

3) RESEARCH/TEAMWORK/ORAL PRESENTATION

Divide the class into research teams. Assign each team one of the following topics related to resource management:

- Time management
- Income
- Checking & Savings Accounts
- Budgeting
- Credit
- Insurance

Copy Teaching Aid 42, ***Learning to Manage Resources***, on card stock and give each team the appropriate section. Instruct students that they are going to teach the class members about their assigned topic. Have students use the Internet, classroom and library resources to gather information for their lesson. Students may use any of Teaching Aids 43-60 for their lessons if they choose. Instruct students that they must prepare a handout of information on their topic for each student.

FHA/HERO ACTIVITIES

- Families First: Meet the Challenge
- Financial Fitness: All units
- Power of One: A Better You
- STAR Event: Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Modules 5A-5D, Module 6B.

7G - The student is expected to explain how technology influences family functions and relationships.

1) GROUP ACTIVITY/WRITTEN EXERCISE

Review with students the functions of the family using Teaching Aid 34, ***Functions of the Family***. Divide students into small groups. Distribute a copy of Teaching Aid 61, ***Effects of Technology on the Family***, to each group. Have students identify technological advances that have influenced each of the family functions and then explain the effect of the technology on the functioning of the family.
For example:

- smoke detectors, security alarms, and nursery monitoring devices have enabled individuals to provide increased safety and protection for their family members
- television, video games, and computers provide entertainment and recreation for children and adults that was once provided through play, picnics, family games, and get-togethers

Have student groups discuss the positive and negative effects of technology on family functioning. Have each group collaborate on writing an article for the school newspaper on, "The Effect of Technology on the Family." Have the class evaluate the articles and select one or two to submit to the journalism teacher or newspaper staff for publication.

2) PANEL DISCUSSION

Invite parents, grandparents, teachers, or other school personnel to share with the class how technology has impacted their families. Ask the speakers to address not only family functioning, but also the impact technology has had on relationships within the family. Have students prepare questions on 3x5 cards for the panel so that the panel has specific questions from the students to address.

KEY QUESTIONS

- In what ways has technology positively impacted the family?
- In what ways has technology negatively impacted the family?
- How has technology affected family relationships?
- Which technological advances have helped with parental responsibilities? How?
- Which technological advances have presented challenges to you as a parent? How?
- How can family members use technology to benefit family functioning and relationships?
- What do you predict will be the effects of technology on families in the 21st century?

NOTES

TA 34 ***Functions of the Family***

TA 61 ***Effects of Technology on the Family***

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NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge; Balancing Family and Career; Parent Practice
- Power of One: Family Ties
- STAR Event: Applied Technology
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

7H - The student is expected to determine the impact of effective family functioning on community and society.

1) GUEST SPEAKER

Invite a professional family counselor to speak to the class on effective families. Guide students in writing questions on 3x5 cards to be given to the speaker prior to the presentation.

KEY QUESTIONS

- What is effective family functioning?
- What is the impact of financial stability on the effectiveness of family functioning?
- How does effective family functioning impact communities and society?
- How do effective families contribute to good citizenship and social stability?
- How does the effective functioning of families correspond to volunteer services in the community?
- Do effective families actually require fewer community resources or do they utilize community resources better? Why?

2) SCENARIO/WRITTEN EXERCISE/TEAMWORK

Review Teaching Aid 34, ***Functions of the Family***, Teaching Aid 35, ***What Are Functions of the Family?***, and Teaching Aid 38, ***Ways YOU Can Help Your Family Function More Effectively***, with students. Share the following scenario with the class:

A national foundation is awarding grant funds to aid communities in providing education and services to help families function more effectively. As director of a community service agency, you are responsible for writing a persuasive letter to this national foundation justifying your communities need for the funding, as well as explain ing how effective family functioning impact communities and society.

Distribute copies of Teaching Aid 62a and 62b, ***Outline for a Persuasive Letter***, to students. Assign each student to write a persuasive letter to the national foundation using the information provided in the scenario. Have students use computer software to write their letters.

Divide the class into teams of five or six. Collect the letters and divide them equally among the teams. Instruct each team to assume the role of "Board of Directors" for the national foundation. Have the teams evaluate the letters and determine which community will receive the grant award.

NOTES

TA 34 ***Functions of the Family***

TA 35 ***What Are Functions of the Family?***

TA 38 ***Ways YOU Can Help Your Family Function More Effectively***

TA 62a & 62b ***Outline for a Persuasive Letter***

TAAS WRITING

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NOTES

KEY QUESTIONS

- What type of programs would you recommend for your community to assist families in functioning more effectively?
- What impact would community programs that assist families in functioning more effectively have on society?

3) PROJECT/ FHA/HERO

Have students conduct Families First projects as suggested in the Future Homemakers of America, Inc. publication, *Families First*. At the conclusion of the project(s), have students evaluate how these type of projects impact the community and society.

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us
- Power of One: Family Ties

RESOURCES

PUBLICATION

Future Homemakers of America, Inc., 1996. *Families First.*

Individual and Family Life

Knowledge and Skills.

(8) Effective individual and family functioning.

The student determines how changes occurring throughout the family life cycle impact individuals and families.

The student is expected to:

(A) describe the stages of the family life cycle;

(B) describe roles and responsibilities of individuals and family members throughout the family life cycle;

(C) analyze financial considerations related to the family life cycle; and

(D) predict the benefits of technological advances on families throughout the family life cycle.

8A - The student is expected to describe the stages of the family life cycle.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY/ORAL PRESENTATIONS

Display Teaching Aid 63, ***Family Life-cycle Stages***, on the overhead projector. Lead a class discussion identifying the stages of the family life cycle and having students identify approximate ages family members might be in each stage. Divide the class into six small groups. Distribute a copy of Teaching Aid 64, ***Characteristics of the Family Life-cycle Stages***, to each student. Assign each group a different life-cycle stage to investigate. Have students use textbooks, classroom and library resources to determine characteristics of their assigned life-cycle stage. Have each group prepare a transparency of these characteristics to use to teach the class about their assigned life-cycle stage. If available, have students use computer software programs to design their transparency. Have class members use the information presented by each group to complete Teaching Aid 64, ***Characteristics of the Family Life-cycle Stages***. After all the presentations have been given, each student should have a completed worksheet with characteristics of all the stages of the life cycle listed.

As an enrichment activity, have each group prepare a collage that illustrates characteristics and activities common to individuals in their assigned life-cycle stage.

TA 63 ***Family Life-cycle Stages***

TA 64 ***Characteristics of the Family Life-cycle Stages***

KEY QUESTIONS

- What are the stages of the family life cycle?
- What are characteristics of each stage?
- How long does each stage last?
- Do these stages depict families today? Why?
- In what situations might a family be in more than one stage at a given time? Why?

2) GROUP ACTIVITY

Divide students into six small groups. (Assign students to a different group from Strategy 1 above.) Assign each group a stage of the family life cycle. Have each group develop descriptions of two or more families who are in the assigned family life-cycle stage. Have students write the completed descriptions on 3x5 cards. Instruct students not to write the family life-cycle stage on the cards.

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Collect the cards, shuffle, and redistribute the cards ensuring that each group gets different cards than the ones they developed. Have the groups read the descriptions and determine the life-cycle stage described. List the family life-cycle stages on a large sheet of butcher paper. Have the groups tape the description cards under the appropriate stages. Allow time for the groups to check to be sure that the descriptions they created are placed in the appropriate stage. Lead a class discussion about the characteristics that furnished clues for identifying the family life-cycle stages.

FHA/HERO ACTIVITY

- Families First: Families Today
- YES project

RESOURCES

8B - The student is expected to describe roles and responsibilities of individuals and family members throughout the family life cycle.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/INTERVIEW

Lead a class discussion to identify responsibilities individuals and family members assume when they enter each stage of the family life cycle.

TA 65 Family Life Cycle Roles and Responsibilities

KEY QUESTIONS

- What responsibilities in each of the following areas do family members assume at each stage of the family life cycle?
  -financial resources
  -food, clothing, shelter, safety
  -emotional support
  -health care
- How do responsibilities change from stage to stage?
- How do relationships among family members change during each stage of the family life cycle?
- What roles are common to all stages of the family life cycle? (e.g., manager, consumer, wage earner, nurturer, protector,)

Using Teaching Aid 65, ***Family Life Cycle Roles and Responsibilities,*** have students interview individuals in each of the family life-cycle stages in order to complete the chart and determine the following:

- How long does this stage last?
- What roles do family members have during this stage?
- What expectations and responsibilities do family members have during this stage?
- What role models do family members have that assist them in establishing roles and responsibilities during this stage?
- What role conflicts might family members experience during this stage?

Have student volunteers share their interview results with the class. Have students create a class chart that reflects their conclusions and interview results.

2) PROJECT

Assign a stage of the family life cycle to individuals or small groups. Have students collect magazine pictures or photographs that illustrate the roles and responsibilities of their assigned stage of the family life

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cycle. Have students create a visual display such as a poster, scrap book page, mobile, or bulletin board that reflects their assigned stage. Have students explain their stage of the family life cycle and their selection of pictures to the class.

Note to the teacher: It is important to take precautions with photographs to ensure that no damage occurs and that photos are returned to the owners.

FHA/HERO ACTIVITIES

- Families First: Families Today; Balancing Family and Career
- Power of One: Family Ties
- YES project
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

8C - The student is expected to analyze financial considerations related to the family life cycle.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) PANEL DISCUSSION

Invite a panel of individuals to share financial considerations related to the various stages of the family life cycle with the class. Have students prepare questions for the panel in advance and write them on 3x5 index cards. This facilitates the panel members passing the question on to another member of the panel if they choose, or dividing the questions equally among the panel members. Following the panel discussion, have students create a visual display, write a newspaper article, or develop a brochure that highlights information on financial considerations throughout the stages of the family life cycle.

2) GROUP ACTIVITY

Divide the students into nine small groups. Assign each group one of the following financial decision categories:

- Housing
- Clothing
- Food
- Transportation
- Education
- Insurance
- Savings
- Medical care
- Careers/jobs

Have each group brainstorm and list three or four specific decisions that families might make under their assigned category throughout the family life cycle. Have each group submit its list of decisions to one or two students responsible for inputting all of the groups' decisions into the computer. (The decisions should be typed in a format so that they can be cut apart.) Print out a set of decisions for each group. Have the groups cut the decisions apart and place them in an envelope.

Next, assign a family life-cycle stage to each group. Using the decisions in their envelope, have each group prioritize the decisions for their assigned life-cycle stage. While the groups are prioritizing their decisions, write the family life-cycle stages horizontally across the board. Have each group take the top ten decisions for their life-cycle stage and place it in the prioritized order on the board under the appropriate stage. Have students go to the board and link decisions

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common to several stages of the family life cycle together with lines. Then have students draw circles around decisions that are unique for each stage. Lead a class discussion on the financial considerations related to each stage of the family life cycle.

KEY QUESTIONS

- What financial considerations are unique for each stage of the family life cycle?
- What financial considerations are important in more than one stage of the family life cycle?
- In which stage(s) is the family income likely to be the highest? Why?
- In which stage(s) is the family income likely to be the lowest? Why?
- How can knowledge and understanding of the family life cycle help families make sound financial plans for each stage?

FHA/HERO ACTIVITIES

- Families First: Families Today
- Financial Fitness: Financing Your Future

RESOURCES

8D - The student is expected to predict the benefits of technological advances on families throughout the family life cycle.

1) INTERVIEW

Have each student interview one or more older adults to gather information about technology and technological advancements over the course of their lifetimes. Using Teaching Aid 66, ***Interview Questionnaire on Technological Advances***, have the class develop additional questions to ask those being interviewed and write the questions in the spaces provided. Have students record the interview responses on the worksheet. Have students share information from their interviews with the class.

NOTES

TA 66 ***Interview Questionnaire on Technological Advances***

SOCIAL STUDIES

2) BRAINSTORMING/RESEARCH/GROUP ACTIVITY

Lead students in a brainstorming activity to name as many technological advances as they can that have occurred since 1950. Have students use library resources, the Internet, and discussions with adults to date each of the technological advances they listed and to discover additional ones to add to the list. Group the technological advances by decades (1950-1959, 1960-1969, etc.).

TA 67 ***Technological Advances Impacting Families***

TAAS READING

SOCIAL STUDIES

Divide students into small groups and assign each group a decade of technological advances. Instruct each group to answer the questions on Teaching Aid 67, ***Technological Advances Impacting Families***, for their assigned decade. Hang a large sheet of butcher paper across the front of the classroom and have a student volunteer draw a timeline from 1950 through 2025. Have each group fill in the timeline for their assigned decade and share information they gathered from their research about the technological advances that occurred during their decade. Lead a class discussion about the effects and benefits of technological advances on families throughout the family life cycle. Have students complete the timeline by predicting future technological advances through 2025 and the benefits of these advances on families of the 21st century.

3) RESEARCH/WRITTEN EXERCISE

Have students write a paper on their concerns about the future impacts of technology on individuals and families. Topics of concern might include:

- electronic devices
- medical technology
- environmental concerns
- biotechnology

Instruct students to use current articles from the Internet, newspapers, and periodicals to support their concerns. Have students use computer software programs to produce their papers. Have students share their work with the class.

TAAS READING

TAAS WRITING

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KEY QUESTIONS

- What are the positive and negative effects of technological advances on families?
- What problems will individuals and families face as a result of technological advances?
- What types of controls will be necessary in the future to assure that technological advances are not misused?

As an FHA/HERO chapter activity, have students plan an environmental clean up day for the school or the community.

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us
- STAR Events: Illustrated Talk on the impact of technology on family life; Applied Technology
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Individual and Family Life

Knowledge and Skills.

(9) Effective individual and family functioning.

The student analyzes types of needs and crises experienced by individuals and families.

The student is expected to:

(A) categorize types of crises and their effect on individuals and families;

(B) determine strategies for prevention and management of individual and family problems and crises;

(C) identify resources and support systems that provide assistance to families in crisis;

(D) determine management strategies and technology available to meet special needs of family members; and

(E) summarize laws and public policies related to the family.

9A - The student is expected to categorize types of crises and their effect on individuals and families.

1) BRAINSTORMING/GROUP ACTIVITY

Distribute copies of Teaching Aid 68, ***Types of Crises***, to students. Guide students in brainstorming the types of crises faced by families in each of the categories and have them list them on the worksheet. Examples of types of crises might include:

- Physical health: injury, serious illness, disability
- Mental health: drug and alcohol abuse/addiction
- Family violence: all types of abuse

Display Teaching Aid 68 on the overhead projector and have students work together as a class to categorize the types of crises from their individual lists.

Divide the class into pairs or triads. Assign one of the crisis categories to each group. Have students describe in writing the effects that their assigned crisis might have on individuals and families. Have each group share their descriptions of the effects of crises with the class.

KEY QUESTIONS

- What types of crises are today's families most likely to experience?
- What are the short-term and long-term effects of these crises?
- How do the effects of crises vary among individuals and within families?

2) RESEARCH

Using the types of crises identified in Strategy 1, have students select a type of family crisis situation to research relative to:

- the frequency of occurrence of this type of crisis in families
- the impact of the crisis on individuals and the family (both short term and long term)

Have students use classroom and library resources, and the Internet to locate information on family crises. Lead students to recognize the broad scope of family crisis situations, including family stress brought about by a job change, return to work after an illness or birth of a child, or the relocation of the family to a new city.

Have students write a summary of their reading including discussion of the two bulleted points identified above.

3) GUEST SPEAKER

Invite an attorney or a judge to speak to the class on the legal, financial, and emotional implications of divorce. Following the presentation, have students write a one page summary on the complications and costs of divorce.

NOTES

TA 68 Types of Crises

TAAS READING

TAAS WRITING

TAAS WRITING

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TA 69 ***Possible Signs of Child Abuse and Neglect***

TA 70 ***Possible Signs of Abusive Behaviors***

4) VIDEOTAPE/CLASS DISCUSSION

Show a videotape on family violence. Using Teaching Aid 69, ***Possible Signs of Child Abuse and Neglect***, and Teaching Aid 70, ***Possible Signs of Abusive Behaviors***, lead a class discussion on causes and effects of family violence on individuals and family members.

KEY QUESTIONS

- What are some possible causes of abusive behaviors?
- What are examples of child and elder abuse? child and elder neglect? spouse abuse? emotional abuse and neglect? verbal abuse? sexual abuse?
- Why is neglect a form of abuse?
- How are children affected by neglect?
- What are the responsibilities of family members, friends, and other individuals who suspect abuse in a family?

5) GUEST SPEAKER

Invite a resource professional such as a counselor or social worker to speak to the class about the effects of chemical abuse on individuals and families.

KEY QUESTIONS

- What are the effects of chemical abuse on individuals and families?
- Why do individuals begin using drugs and alcohol?
- How are family members involved in chemical abuse treatment and rehabilitation?

RESOURCES

PUBLICATIONS AND VIDEOTAPE

Child abuse video, child abuse prevention kits, and other materials are available from the Texas Attorney General's office.

9B - The student is expected to determine strategies for prevention and management of individual and family problems and crises.

NOTES

1) VIDEOTAPE

Show a video or video clips that portray individuals and families coping with family problems and crises such as *Steel Magnolias* (deals with the death of an adult child), *Kramer vs. Kramer* (deals with divorce and child custody), or clips from a variety of television programs (many segments of the television program, *The Waltons,* dealt with family crises). Have students identify and analyze the methods that were used to cope with the problems or crisis. Lead a class discussion on the effectiveness of the strategies observed.

KEY QUESTIONS

- What strategies do individuals and families use to cope with problems and crises?
- How effective were the strategies used in the story?
- How could utilizing the decision-making or management process be helpful in preventing or managing problems and crises?
- What are long-term effects if problems and crises are not managed successfully?

2) GUEST SPEAKER

Invite a family therapist, family counselor, minister, or social worker to speak to the class about effective strategies for prevention and management of individual and family problems and crises. Have students write questions for the speaker on 3x5 index cards and give to the speaker prior to the presentation.

3) CLASS DISCUSSION/SCENARIOS/PROBLEM SOLVING

Display Teaching Aid 71, ***Strategies For Coping With Crises***, on the overhead projector. Lead a class discussion on how these strategies can be effective in helping individuals and families cope with problems and crises.

TA 71 ***Strategies For Coping With Crises***

Divide students into pairs. Reproduce enough copies of Teaching Aid 72, ***Families In Crisis Scenarios***, for each pair to have a scenario. Instruct each pair to determine options for managing the crisis. Have each pair read their scenario to the class and their options for managing the crisis. Lead a class discussion on the effectiveness of the strategies planned for each scenario.

TA 72 ***Families In Crisis Scenarios***

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NOTES

KEY QUESTIONS

- What prevention and management strategies are important when facing potential problems and crises?
- What personal, family, and community resources can be used in preventing and managing problems and crises?
- When could a strategy be *effective* in one situation and *ineffective* in another?

4) VIDEOTAPE

Problems and crises often arise because of the increasing demands placed on dual-career families. Show the videotape ***Managing Multiple Roles*** to students. The video focuses on using the management process to prevent and solve problems.

KEY QUESTIONS

- What are the four parts of the management process?
- How do management skills affect the tasks of multiple roles?
- How does a person recognize impending overload from stressors?
- How can the management process be used in managing individual and family problems and crises?

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge; Balancing Family and Career
- Power of One: Family Ties
- STAR Event: Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

VIDEOTAPE

Managing Multiple Roles, available from the Home Economics Curriculum Center.

9C - The student is expected to identify resources and support systems that provide assistance to families in crisis.

NOTES

1) RESEARCH/PROJECT

TAAS READING

TAAS WRITING

Have students study resources and references to identify organizations and agencies in the community that offer assistance and support to local citizens. Assign students different agencies or organizations to investigate in the community. Have students develop a booklet of community agencies and organizations that offer services to families. The booklet should contain the following:

- Name, address, telephone number, and description of each agency and organization
- Detailed description of the services offered
- Eligibility criteria for accessing services and resources of the agency or organization
- Procedure for accessing services
- Sponsoring groups of the agency or organization

Have the students use computer software programs to develop and design the booklet. If desired, students could work in small groups and develop a series of booklets. Guide students in developing a visual display or exhibit that introduces these community resources to the student body.

2) PANEL DISCUSSION

Invite representatives of community agencies and support groups such as women's and children's shelters, telephone hotline organization, family intervention programs, community health services, schools, and religious organizations. Have the guest speakers discuss the services and resources offered by their organization to serve citizens in the community. Ask the speaker to respond to the following questions:

- What resources and assistance does our community offer to families in crises?
- In one year, how many families receive services from your agency or organization?
- How long, from the time they first visit the agency, does it take for families to receive needed service?
- What follow-up services are available?
- Why do some families choose not to use available services?
- What support systems are in place to help families after the immediate crisis has been handled?
- What services does our community need that are not currently available?
- What can citizens do to assure that family services will be available and adequately funded?

TAAS WRITING

Have students write a one to two page summary of the presentation.

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TA 68 Types of Crises

3) TEAMWORK/RESEARCH

Divide students into pairs. Using the crises they identified on Teaching Aid 68, ***Types of Crises***, for Strategy 1 in TEKS 9A, have each pair select a type of family crisis and write a description of the family crisis situation. Then have students investigate resources and support systems that would be available in their community to assist families in such a situation. Have each pair read their fictitious crisis situation to the class and then explain how the identified resources and support systems would aid the family in managing the crisis.

FHA/HERO ACTIVITIES

- Families First: Families Today; Meet the Challenge
- STAR Events: Chapter Service Project; Illustrated Talk on families in crisis
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

9D - The student is expected to determine management strategies and technology available to meet special needs of family members.

1) RESEARCH/TEAMWORK/ORAL PRESENTATION

Lead students in brainstorming special needs of family members. Have a student volunteer write the class responses on the board. Special needs might include: short-term or long-term illness; physical impairments or disabilities; dependence due to problems associated with aging; loss of spouse; mental illness; unplanned pregnancy, etc.

Ask students to assume that they work for a government-supported agency that assists families in meeting special needs of family members. The Executive Director of the agency has divided the staff into teams to investigate management strategies and technology available to meet special needs of these individuals. Each team is assigned one special need to investigate (be sure a variety of special needs are covered). Instruct students to research the Internet and library resources for current articles in magazines and newspapers related to management strategies and technology that help meet special needs of family members. An example of available technology to help a family member dealing with an unplanned pregnancy might be information on college courses available through distance education for individuals unable to travel to a college campus. Have students use the following questions to guide their reading and research.

KEY QUESTIONS

- What are the effects of this special need on the family?
- What types of resources are needed by families assisting those family members with special needs?
- What technological devices could help families who have family members with special needs?
- What management strategies allow families to effectively meet the special needs of family members?

Tell the students that they will be reporting their findings in a staff meeting. Using the information gathered from their research, have each team of students prepare a written and oral report of their findings. Encourage students to use computer skills in preparing the reports and any visual aids they may wish to use.

Arrange the desks in the classroom in a circle or around tables to resemble a meeting room arrangement. The teacher may serve as the Executive Director or appoint a student to serve in that role. Encourage class members to ask questions of the presenters.

NOTES

TAAS READING

TAAS WRITING

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2) TEAMWORK/VISUAL DISPLAY

Based on information gathered and reports presented in #1 above, have students work in their teams to create a poster that describes the management strategies and the available technology that assists families in meeting special needs of family members. Display the posters in the classroom, or have students prepare a display in the school building or possibly the district administrative offices.

3) PROBLEM SOLVING

Present the following situation to students:

Assume that you are a social worker and your first assignment is to assist a family experiencing a crisis situation resulting from the special needs of a family member. The special needs may be short term or long term. Examine how this will affect the family. What resources are available for the family? What are some strategies that will help this family deal with this crisis? Include ways this family can effectively communicate and understand feelings and concerns of one another. Consider problems that may arise and role changes that might arise as a result of these circumstances. Identify strategies that could be utilized by this family as they work to overcome this crisis.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Meet the Challenge; Balancing Family and Career
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

9E - The student is expected to summarize laws and public policies related to the family.

NOTES

1) GUEST SPEAKER

Invite an attorney who specializes in family law to speak to the class on laws and public policies that impact families. Prior to the presentation have students write questions on 3x5 cards for the speaker related to topics such as:

- marriage
- divorce
- community property
- separate property
- prenuptial agreements
- desertion
- adoption
- child support/ child custody
- Family and Medical Leave Act of 1993
- education

As a follow-up to the speaker, lead the class in discussing the aspects of such laws and policies on family strength and the well-being of its members over and above the legal implications.

2) RESEARCH

TAAS READING

TAAS WRITING

If a guest speaker is not available as suggested in Strategy 1 above, arrange for students to work in the library to gather information on laws and public policies related to the family such as those listed in the bulleted list in Strategy 1. Based on their findings, have students prepare written and oral reports to share with the class.

3) GUEST SPEAKER OR VIDEOTAPE/CLASS DISCUSSION

Invite a speaker from Paternity/Parenthood Project (PAPA) to present a program to students on the legal and financial responsibilities of parenthood in Texas. The program includes a videotape, questionnaire, and discussion. If a speaker is not available, contact the office of the Texas Attorney General in Austin for the materials.

KEY QUESTIONS

- Why is it important to have laws that establish paternity?
- What does the Texas law state regarding child support?
- How is paternity established?
- What are the benefits to a child of having a legal father?

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4) EDUCATIONAL TOUR

Arrange an educational tour to the local public health unit. Ask one of

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the public health officials to discuss public health programs offered by the county and state, such as Women, Infants, and Children (WIC), Aid to Families and Dependent Children (AFDC), and community health programs for children, AIDS patients, the elderly, etc. After returning to school, have students orally summarize the information learned on the tour.

FHA/HERO ACTIVITIES

- Families First: Families Today
- Power of One: Family Ties
- STAR Event: Illustrated Talk on Family law
- Chapter activity: Have a guest speaker talk about family law and how it affects teenagers.

RESOURCES

AGENCIES AND ORGANIZATIONS/WEB SITES

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

Office of the Attorney General of Texas
www.oag.state.tx.us/

Individual and Family Life

Knowledge and Skills.

(10) Effective individual and family functioning.

The student determines stress management effective for individuals and families.

The student is expected to:

(A) describe the impact of stress on individuals and relationships;

(B) identify factors contributing to stress; and

(C) practice techniques for managing stress.

10A - The student is expected to describe the impact of stress on individuals and relationships.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Display Teaching aid 73, ***Terms About Stress***, on the overhead projector. Lead a class discussion explaining the terms and the impact of stress on individuals and relationships.

TA 73 Terms About Stress

KEY QUESTIONS

- What is stress?
- How can you recognize stress?
- How does stress affect relationships?
- What determines whether stressors will produce distress or eustress?

Display Teaching Aid 74, ***Signs of Stress***, on the overhead projector. Have students brainstorm and list additional reactions that individuals experience when they are under stress. Have a student volunteer list the student responses on the board or a blank transparency.

TA 74 Signs of Stress

KEY QUESTIONS

- What are short-term results of stress?
- What are long-term results of stress?

2) VIDEOTAPE

Show television or movie clips of stressful situations (e.g., the scene in Apollo 13 when Tom Hanks realizes they have a major crisis with the oxygen). Following each video clip, lead the class in a discussion of the impact of stress on individuals and relationships.

KEY QUESTIONS

- What signs of stress did you observe?
- Did you feel any stress as you watched the video clip?
- What types of stress did the characters experience?
- What were the stressors?
- What methods did the characters use to deal with the stress? (if any)
- Why does stress affect individuals differently?
- How does self-concept affect an individual's perception of stress and the ability to cope with stress?
- What effects of the stress on relationships was evident?

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3) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion about how stress can impact a person's decision-making skills. Share the following statements with students and have them give examples to illustrate each statement.

1. In a stressful stiuation, the decision maker will be less able to develop a productive list of alternatives.
2. In a stressful situation, the decision maker will be more likely to make a hasty decision.
3. In a stressful situation, the decision maker will probably choose a risky alternative.
4. When the stressful situation produces fear, frustration, and hostility, the more likely the decision maker will choose an aggressive or escape response.
5. In a stress situation, the decision maker will be more likely to consider survival goals rather than long-range goals.

KEY QUESTION

- What is the impact of stress on individuals and relationships?

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Meet the Challenge
- Power of One: A Better You; Family Ties
- STAR Event: Illustrated Talk

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skill for Life,* Module 2A, "Stress Management."

PUBLICATION

Future Homemakers of America, Inc., 1996. *Families First.*

10B - The student is expected to identify factors contributing to stress.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 75, ***What Causes Stress?,*** to students and discuss the definition of **stressor** and the causes of stress that are listed. Have students brainstorm and name additional causes of stress that are not listed. Have students rank order their list of stressors from *most likely to be a stressor* to *least likely to be a stressor.* Next have students identify each stressor as an *internal stressor* or *an external stressor.*

TA 75 What Causes Stress?

KEY QUESTIONS

- What type of stress events are adolescents most likely to experience?
- What determine's an individual's ability to successfully handle a stressful situation?
- Which stressors are internal? Which are external?
- How can a relationship cause stress?
- Are internal or external stressors more difficult to manage? Why?

2) DEBATE

Divide the class into debate teams. (A typical debate team would have three to five members.) Have the teams debate one of the following issues:

TA 76 Guidelines for A Classroom Debate

- There is more stress during adolescence (ages 13-19) than there is during young adulthood (ages 20-29).
- Good grades are a stressor.
- Graduating from high school is a stressor.
- Attending college is a stressor.

Distribute copies of Teaching Aid 76, ***Guidelines For A Classroom Debate,*** to students. Review the procedures with the class being sure that the students understand the difference between a debate, a discussion, and a disagreement. Students will need to research information to present their point of view. At the conclusion of the debates, ask student volunteers to summarize factors contributing to stress that were presented during the debates.

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TA 65 ***Family Life Cycle Roles and Responsibilities***

3) CLASS DISCUSSION

Review with students the list of roles commonly assumed by family members from TEKS 8B, Strategy 1 and Teaching Aid 65, ***Family Life Cycle Roles and Responsibilities***. Lead a class discussion having students identify stress factors and sources of stress for each of the identified roles.

KEY QUESTION

- What are similarities and distinctions of stress factors experienced in the various roles?

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 2A, "Stress Management."

10C - The student is expected to practice techniques for managing stress.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/VISUAL DISPLAY

Use Teaching Aid 73, ***Terms About Stress***, to lead a class discussion on the difference between reducing stress and managing stress. Instruct students to fold a sheet of notebook paper in half lengthwise. Have students brainstorm a list of strategies for reducing stress at school in the left column and list strategies for managing stress at school in the right column. Distribute copies of Teaching Aid 77, ***Techniques For Managing Stress***, to students. Review each strategy and have students determine which strategies are most helpful for high school students. Have students compare and contrast their lists and develop two class lists: one list of strategies for reducing stress for teenagers and one list of stress management strategies for teenagers. Have students make posters to display in the classroom of techniques for managing stress.

TA 73 ***Terms About Stress***

TA 77 ***Techniques For Managing Stress***

2) RESEARCH/SYMPOSIUM

Have students work individually or in small groups to research techniques for reducing or managing stress that have been studied by experts. Have students use a variety of resources including libraries, the Internet, textbooks, periodicals, and organizations, such as the Texas Agricultural Extension Service and local mental health agencies. Following the research on techniques for reducing or managing stress, have students share their information with the class in an informal symposium format.

TAAS READING

KEY QUESTIONS

- What are methods for reducing stress in our lives?
- What are methods for managing stress?
- How is the cause and effect of the stress related to the types of stress management techniques that might be implemented?
- What is the difference between internal and external stress management techniques?
- How can problem-solving skills help in managing stress?

3) GUEST SPEAKER

Invite a health care professional to speak to the class on the ways

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stress impacts health. Topics to be covered could include:

- sources of stress
- signs and symptoms of stress
- impact of stress on health
- importance of stress management
- techniques for managing stress
- health benefits of stress management
- resources and support systems for individuals and families dealing with high levels of stress

KEY QUESTIONS

- How is our health affected by the stress we experience in our lives?
- How does maintaining good health through good nutrition and exercise impact our ability to handle stress?
- What other health measures can improve our ability to handle stress?
- What are the strengths of interpersonal relationships that enable us to weather stressful events?
- What are the results of stress?
- How do community resources and support systems help individuals and families under stress?
- What is the cost of this assistance?
- What resources and support systems can individuals develop to assist them during stressful life experiences?

4) ROLE PLAY

*TA 78 **Stress Management Role Plays***

Divide students into pairs or small groups. Give each group one of the role play situations from Teaching Aid 78, ***Stress Management Role Plays***. Have students read the description and plan a role play to present to the class that illustrates a technique for managing stress in the situation presented.

KEY QUESTIONS

- What signs of stress did you observe in each role play?
- How did the characters react to the stress?
- What techniques could be used to effectively reduce or manage the stress in each situation?

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

Individual and Family Life

Knowledge and Skills.

(11) Career preparation.

The student determines opportunities and preparation requirements for careers in the field of family studies and human services.

The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of family studies and human services;

(B) determine how interests, abilities, and personal priorities affect career choice; and

(C) propose short-term and long-term career goals.

11A- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of family studies and human services.

1) GROUP ACTIVITY/PROJECT

Divide the class into small groups, and instruct groups to list careers, jobs, and businesses related to family studies and human services. Have students use the Internet, classroom and library resources to determine preparation requirements for the various careers identified. Assign each group one or more of the following resources:

- group brainstorming
- *Occupational Outlook Handbook*
- telephone directory/Yellow Pages
- organizations such as American Association of Family and Consumer Sciences (AAFCS) and the National Council on Family Relations (NCFR)
- universities and community colleges
- current periodicals such as *Small Business Opportunities; Entrepreneur, Inc.; Journal of Marriage and the Family;* and *Family Relations*
- Internet
- Chamber of Commerce
- Software such as *500 Businesses You Can Start* (check with computer retailers)

Have students compare lists, delete duplications, and create a combined list of employment and entrepreneurial opportunities related to family studies and human services. Have students indicate the level of preparation required for each career. Teaching Aid 79a, ***Family Studies and Human Services: Examples of Career Opportunities***, may provide additional suggestions. Teaching Aid 79b can be used as a template for students to list their results, or they may create their own format for presenting the combined listing.

KEY QUESTION

- What societal patterns and demographic patterns are influencing careers in the field of family studies and human services?

2) GUEST SPEAKER

Invite a faculty member or student from a university department of Family and Consumer Sciences, Family Studies, Human Development, Child Development, or Marriage and Family Counseling/Therapy to discuss career and entrepreneurial opportunities their graduates have pursued, and to summarize preparation requirements. As an alternative, this could be accomplished through a videoconference with the university and taped for use with future classes. Have students prepare questions in advance to ask the speaker and follow up with notes of appreciation.

NOTES

TA 79a & 79b
Family Studies and Human Services: Examples of Career Opportunities

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KEY QUESTIONS

- What education or training is needed for the various positions graduates have obtained?
- What are the degree requirements for each position?
- What is the long-range outlook for careers in this field?
- What are examples of entrepreneurial opportunities in this field?
- What are examples of common career ladders for graduates of your program?
- What personal characteristics are needed for success in this field?

3) RESEARCH/WRITTEN EXERCISE

TAAS WRITING

Have students research and prepare a written summary of requirements for certification programs, licenses, and degrees related to family studies and human services. Guide students to use college catalogs in the vocational counselor's office or in a local university library. Students also can explore information from individual colleges and universities on the Internet; many universities post complete catalogs on their web pages. (The Key Questions from Strategy 2 would be valuable as part of this strategy if not previously completed.)

Optional: Have students interested in family studies and human services careers contact the National Council on Family Relations (www.ncfr.com/body.html) for information on the Certified Family Life Educator (CFLE) program.

FHA/HERO ACTIVITY

- Power of One: Working on Working – conduct optional research under Strategy 3
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org
National Council on Family Relations
www.ncfr.com/body.html
Occupational Outlook Handbook
stats.bls.gov/ocohome.htm

11B- The student is expected to determine how interests, abilities, and personal priorities affect career choice.

1) GUEST SPEAKER/GROUP ACTIVITY

Invite the school guidance counselor or a private career counselor to explain how interests and abilities relate to career selection. Have the counselor administer an interest and/or aptitude assessment to students and discuss results. Ask the counselor to describe available resources for further exploring career choices. Provide time for students to ask questions.

KEY QUESTIONS

- How can an individual's interests lead to a career?
- Why might a person select a career completely unrelated to personal interests?
- How does knowing strengths and weaknesses guide an individual in choosing a career?
- How can abilities be developed in areas of interest in order to enhance a career choice?
- How can counselors assist in finding a career that fits a person's interests and abilities?
- Why are there no right or wrong answers on interest or aptitude assessments?

2) WRITTEN EXERCISE/CLASS DISCUSSION

Lead students to consider how interests and abilities affect career choices. Have the school guidance counselor work with the students on completing Teaching Aid 80, ***A Perfect Match***, and Teaching Aid 81, ***Personal Priorities Impact Career Choices***. Be sure the students understand that these exercises are not formal career assessments, but rather just an informal look at their interests and abilities. Reassure students that neither exercise will be graded as there are no right or wrong answers for these type of exercises.

With the school guidance counselor, lead a class discussion on how interests, abilities, and personal priorities affect career choice.

KEY QUESTIONS

- How do interests and abilities impact career choice?
- What are examples of careers that would "match" interests and abilities discovered by students?
- How can students discover what careers would best match their interests and abilities?

NOTES

TA 80 A Perfect Match

TA 81 Personal Priorities Impact Career Choices

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NOTES

KEY QUESTIONS (CONTINUED)

- What are examples of personal priorities that affect career choices? (Examples may include family, education, religious principles, friendship, love, health, popularity, honesty, etc.)
- What are examples of good matches between careers and personal priorities? of mismatches?
- What personal priorities might lead to choice of a career as a full-time homemaker?

3) INTERVIEW

Have students interview an employer or entrepreneur about the interests and abilities that would be helpful for a career in the individual's field. Have students report their findings to the class.

KEY QUESTIONS

- What interests led you to a career in this field?
- What skills are needed for employment in this field? What skills would be helpful for employment in this field?
- What impact does a career in this field have on personal and family priorities?

FHA/HERO ACTIVITY

- FHA/HERO Career Connection: SIGN ON to the Career Connection

RESOURCES

WEB SITE

Library of the Workplace

www.cord.org/workplacelibrary

11C- The student is expected to propose short-term and long-term career goals.

1) CLASS DISCUSSION

Discuss with students the importance of goal setting. Display Teaching Aid 82, ***Goals***, and review differences between long-term and short-term goals. Point out that setting career goals involves setting both long-term and short-term goals. Refer to *Skills for Life*, Module 8B, "Goal Setting and Decision Making," for background information.

NOTES

TA 82 Goals

KEY QUESTIONS

- Why is goal-setting an important part of reaching career goals?
- What are examples of long-term career goals?
- What are examples of short-term goals important to reaching each of these long-term career goals?
- How might a lack of goals impact a person's career success?
- Why is it important to write out goals?
- What should a well-written goal include? (time frame, standard, outcome)

2) INTERVIEW/VISUAL DISPLAY

TAAS WRITING

Have students interview individuals in various family studies and human services careers to determine how goals – both short-term and long-term – impacted their career success. Work with students in selecting persons to be interviewed to insure a wide variety of careers, being sure to include at least one individual with a career as full-time homemaker. Have students summarize key points of their interviews in writing. Lead students to share their summaries with the class. Lead students in developing a visual display that summarizes the importance of goal-setting to career success.

3) GROUP ACTIVITY/ORAL PRESENTATION

*TA 79a **Family Studies and Human Services: Examples of Career Opportunities***

Have students refer to Teaching Aid 79a, ***Family Studies and Human Services: Examples of Career Opportunities***, or to the list of employment and entrepreneurial opportunities related to family studies and human services they developed in Strategy 1, TEKS 11A. Divide the class into groups, and have each group select one of the identified careers. For that career, have each group propose two long-term career goals and as many short-term goals as needed to reach each long-term goal. Have groups write their proposed goals on a poster or transparency for presentation and explanation to the class.

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FHA/HERO ACTIVITY

- FHA/HERO Career Connection: SIGN ON to the Career Connection

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Individual and Family Life

Knowledge and Skills.

(12) Career preparation.

The student exhibits employability skills.

The student is expected to:

(A) practice effective verbal, nonverbal, written, and electronic communication skills;

(B) analyze the influence of cultural background on patterns of communication;

(C) practice positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) demonstrate effective techniques to secure, maintain, and terminate employment;

(E) determine ethical practices in the workplace; and

(F) utilize leadership and team member skills in problem-solving situations.

12A- The student is expected to practice effective verbal, nonverbal, written, and electronic communication skills.

TEKS 12A, 12B, and 6B all deal with aspects of communication. Although the teaching context differs in TEKS 6B, the strategies in each of these TEKS provide opportunities for instruction related to effective communication skills. In addition, opportunities for students to apply effective verbal, nonverbal, written, and electronic communication skills have been integrated in teaching and learning throughout the course.

NOTES

1) AUDIOTAPE/GROUP ACTIVITY

Record verbal communication messages of several people on audiotape. Select persons who exhibit a variety of communication styles and accents. Play each person's recorded message and stop the tape, allowing students to write down a brief description of the impressions they received from the verbal communication of the person. If possible, share a brief description of each speaker afterward.

KEY QUESTIONS

- What was your first impression of each person based on the recorded message?
- How can you form impressions of persons simply by listening to their verbal communication?
- Did you visualize a physical picture of any of the people you heard on the tape just by listening to their voices?
- What communication styles, accents, etc. made it easier for you to understand the speaker? made it more difficult?
- How important is verbal communication in the formation of first impressions? in other stages of relationships? in a job interview? on the job?
- What kind of verbal communicator would you like to be?
- How can you achieve that type of communication?

Working in groups, have students audiotape themselves. Ask each student to listen to the tape, analyze their own verbal communication, and write down both positive and negative aspects of what they heard. For any negative aspects, have students write suggestions for improving their own verbal communication through practice.

TAAS WRITING

2) BRAINSTORMING/ROLE PLAYING

Lead students to brainstorm indicators of positive and negative communication – both verbal and nonverbal. Ask a recorder to write the indicators on the board or overhead. Have students practice communication skills through a series of role plays. Provide students with

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NOTES

TA 83 ***Analyzing Communication***

hypothetical situations in the workplace, such as interaction with a belligerent salesperson, a job interview, working with a disagreeable co-worker, working under a domineering superior, ethical dilemmas, being terminated, etc. Allow students to suggest situations that they have experienced in the workplace. As students present their role plays, have the other students analyze the communication displayed by completing Teaching Aid 83, ***Analyzing Communication***.

3) WRITTEN EXERCISE

TAAS WRITING

Have students practice written communication skills by writing one of the following:

- cover letter to accompany a resumé
- acceptance of a job
- resignation from a job
- thank-you note to a class speaker
- request for information about a product, agency, or law
- point of view written for a newspaper editorial page

4) ELECTRONIC COMMUNICATION EXERCISE

Have students correspond with a "keypal" from another school, either in Texas or in another state, using E-mail. A keypal is the Internet equivalent of a penpal. Students might choose to correspond with students who are in an Individual and Family Life class, another home economics class, or FHA/HERO chapter. Examples of correspondence topics include information learned in Individual and Family Life class, career opportunities related to families, or news about their FHA/HERO chapters. Have students share information they learn from keypals with the class. (Information on how to start a keypals program is available on the following web sites: www.keypals.com or www.iglou.com.)

Note to teacher: Check with your local school district for policies related to student keypals.

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

12B- The student is expected to analyze the influence of cultural background on patterns of communication.

1) BRAINSTORMING/RESEARCH

Display Teaching Aid 84, ***What I mean to communicate...*** Ask students to think of examples where communication patterns may be misunderstood by persons because of many kinds of differences (such as age, gender, and cultural background). Have students read Teaching Aid 85, ***Different Strokes for Different Folks***, to facilitate brainstorming.

Have students use the Internet, books, magazines, and other references to research the influence of cultural background on patterns of communication. (The keyword *cross-cultural communication* will help with an Internet search. Most bookstores have comprehensive sections on communicating in different cultural settings.) Have each student prepare a written report on findings and present a summary to the class. Lead students to discuss information shared.

KEY QUESTIONS

- How does cultural background influence patterns of communication?
- What are examples of gestures which might have entirely different meanings to persons of another culture or country?
- How may exhibiting emotion be interpreted in various cultures?
- Why is it important to recognize potential communication differences when working with individuals of varying cultural backgrounds?
- What are suggestions for communicating effectively with persons of varying cultural backgrounds, ages, etc.?

2) VIDEOTAPE/CLASS DISCUSSION

Show videotaped clips from movies such as *The Joy Luck Club* or *Mi Familia*. Prior to showing the tapes, prepare students to watch for examples of differences in cultural communication patterns. Lead a class discussion on differences noted.

KEY QUESTIONS

- What are specific differences between communication patterns in the United States and communication patterns of other countries?
- When are cultural communication patterns a barrier to effective communication?
- Why is recognizing cultural communication differences important to becoming a more effective communicator?

NOTES

TA 84 ***What I mean to Communicate...***

TA 85 ***Different Strokes for Different Folks***

TAAS READING

TAAS WRITING

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NOTES

3) PANEL DISCUSSION

Invite a panel consisting of persons from other countries, persons with varying cultural backgrounds, or persons who have travelled extensively to other countries to speak to the class on the influence of cultural background on patterns of communication and their personal experiences in communicating with people from other cultures. Prior to the presentation, have students develop questions to ask the panel. Have a student introduce the panel and the topic.

KEY QUESTIONS

- How does culture influence a person's communication patterns?
- What are problems often faced in communicating with people from other countries/cultures?
- How do meanings of nonverbal communication vary in differing countries/cultures? (Examples might include direct eye contact, ways people greet one another, or ways to gesture "yes" or "no.")
- What are examples of gestures with polite meanings in one culture that might be considered rude or offensive in another?
- What are some specific suggestions for improving cross-cultural communication?

FHA/HERO ACTIVITY

- STAR Event: Interpersonal Communications

RESOURCES

12C- The student is expected to practice positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.

TEKS 12F closely relates to TEKS 12C. Strategies in TEKS 12F provide additional opportunities for students to practice interpersonal skills – especially those related to teamwork and leadership.

NOTES

1) VIDEOTAPE/ROLE PLAY

Have students view a videotape on conflict resolution, such as *Conflict Resolution*, available from the Home Economics Curriculum Center, Texas Tech University. Reinforce basic concepts related to causes of conflict and effective methods of resolution. Background information may be found in *Skills for Life* Module 4C, "Conflict Resolution," available from the Home Economics Curriculum Center.

TA 86 ***Conflict Resolution: Constructive vs. Destructive***

Write the following quotes from the videotape on the board: "The only person you have control of is yourself," and "Always respond, but never react." Provide students with copies of Teaching Aid 86, ***Conflict Resolution: Constructive vs. Destructive***, and discuss information provided.

Divide the class into small groups, and instruct each group to write a conflict scenario. Examples of scenario topics might center around peer pressure, movie selection, wrong order at a restaurant, overdue bill, overtime hours, curfew, or a car fender-bender. Have each group develop and present two role plays around the conflict scenario – one that portrays destructive conflict resolution strategies and one that portrays constructive strategies.

TAAS WRITING

2) RESEARCH/GUEST SPEAKER

Have students consult references to determine the difference between negotiation and mediation, and have them list skills essential to both processes. Provide students with additional information through one or both of the following activities:

- Invite a professional mediator (perhaps from the Better Business Bureau) to speak to the class on conflict resolution, negotiation, and mediation skills. With the speaker's permission, videotape the presentation for use in future classes or for students who are absent.
- If your school has a peer mediation program, invite a speaker to explain how mediation techniques can improve relationships with peers, families, and others. If your school does not have such a program, have students search the Internet using the keyword *peer mediation* to learn about peer mediation. Lead students to consider the possibility of implementing a peer mediation program in your school, and, if appropriate, help them develop a plan to do so.

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TA 87 ***An Effective Leader***
TA 88 ***An Effective Team Member***

3) BRAINSTORMING/CLASS DISCUSSION

Write the terms *leaders* and *team members* on the board or overhead. Ask students to define each term and to brainstorm characteristics of effective leaders and team members. Teaching Aid 87, ***An Effective Leader***, and Teaching Aid 88, ***An Effective Team Member***, may be used to generate or add to ideas. Lead a class discussion about the importance of leadership and teamwork skills in the workplace, as well as in school and community activities.

KEY QUESTIONS

- What are similarities and differences between skills needed to be an effective leader and those needed as a team member?
- How is being an effective team member a form of leadership?
- How does working to be a better team member prepare an individual to assume the role of leader of a group?
- How can you develop skills as an effective leader and team member?
- What are examples of opportunities students have to practice these skills?
- Why is practicing these skills important to becoming a more effective leader and team member?

FHA/HERO ACTIVITIES

- Chapter Project: Plan and implement a peer mediation program at school
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Modules 4B, "Leadership," and 4C, "Conflict Resolution."

VIDEOTAPE

Conflict Resolution, available from the Home Economics Curriculum Center.

WEB SITES

Conflict Resolution Institute
www.conflictnet.org/cru/

Other related sites
www.coe.ufl.edu/CRPM/othersites.html

12D- The student is expected to demonstrate effective techniques to secure, maintain, and terminate employment.

1) RESEARCH/ORAL PRESENTATION

Have students work in groups to locate, prepare, and present information to their classmates on the following topics related to securing employment:

- Locating Job Leads
- Developing a Personal Resumé
- Writing a Letter of Inquiry
- Completing a Job Application
- Interviewing for a Job

Use Teaching Aid 89, ***Securing Employment***, to provide suggestions for students in completing their assignments. Cut apart the various sections and give one topic to each group. Ask each group to plan their presentation and secure teacher approval before proceeding. It will be important to coordinate timing and the information to be presented. Prepare copies of the following teaching aids as needed by groups:

- Teaching Aid 90, ***Where Do You Look for Jobs?***
- Teaching Aid 91, ***Letter of Inquiry***
- Teaching Aid 92, ***Completing An Application Form***

2) AUDIOTAPE/INDIVIDUAL ACTIVITY

Audiotape brief interviews with several employers answering the following question: What traits or skills do your most productive and valued employees possess? Play the audiotape in class and have students compile a listing of traits and skills mentioned.

Display Teaching Aid 93, ***What Do Employers Expect?*** Have students take a sheet of paper, lay it horizontally, and divide it into three columns. For each trait listed, ask students to write the trait in the left column. In the middle column, have them describe what demonstrating the trait would look like.

- For example, honesty "looks like" more than not taking things that do not belong to you. It means giving a fair day's work for a day's pay. It means your employer can take what you say to be absolutely true.
- Punctuality, likewise, would mean being on time for work. It would mean getting tasks done when they need to be done.

Have students complete the exercise for each of the traits depicted on the teaching aid, as well as those most frequently cited in audiotaped employer interviews. After completing the left and middle columns, lead students to share and discuss their descriptions. As a final step, have students rate themselves on demonstration of each trait by placing one of the following in the right column: √+ for traits the student demonstrates well, √ for traits the students just feels are OK, and × for traits that definitely need improvement. Encourage students to develop

NOTES

TA 89 ***Securing Employment***

TA 90 ***Where Do You Look For Jobs?***

TA 91 ***Letter of Inquiry***

TA 92 ***Completing An Application Form***

TA 93 ***What Do Employers Expect?***

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NOTES

a plan to build traits that need improvement. Point out that each of these traits is critical to successfully maintaining employment.

3) CLASS DISCUSSION/WRITTEN EXERCISE

TA 94 ***Terminating Employment***

Provide students with Teaching Aid 94, ***Terminating Employment***. Lead a class discussion based on information provided.

KEY QUESTIONS

- What are examples of good reasons for leaving a job?
- What are examples of poor judgment in leaving a job?
- Why is it important to terminate a job as positively as possible?
- What impact might techniques used to terminate a job have on future job opportunities?
- How are job references related to termination policies?
- If you decide to quit a job, what might you tell the employer?

TAAS WRITING

Guide students in writing sample letters of resignation, following the tips presented in Teaching Aid 94. Have students work in pairs to critique each other's letters and suggest possible improvements.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection – PLUG IN to Careers, LINK UP to Jobs, or ACCESS SKILLS for Career Success
- STAR Event: Job Interview
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

12E- The student is expected to determine ethical practices in the workplace.

1) GROUP ACTIVITY/VISUAL DISPLAY

Tell students that in the workplace, ethical practices may be defined as standards of professional conduct. Use the introduction to Teaching Aid 95, ***Identifying Ethical Practices in the Workplace***, to initiate a discussion on workplace ethics. Have students work in small groups to complete the teaching aid by listing ethical practices employers might expect from their employees, ethical practices employees might expect from employers, and ethical practices customers/clients might expect from businesses and their employees. Have groups share responses, and lead students to agree on the three most important ethical practices in each category. Guide students in creating a visual display that highlights these ethical practices.

KEY QUESTIONS

- What is meant by ethical practices or professional standards?
- How do employees become familiar with general rules of conduct in the business world?
- What are potential results of failure to follow ethical practices?
- What are examples of ethical standards that would be especially important in the field of family studies and human services?
- Why would these expectations be important?
- What are "Codes of Ethics"?

2) SCENARIOS

Have students refer to the most important ethical practices in the workplace that were identified in Strategy 1. Divide the identified practices among small groups of students, and have each group write a scenario about an ethical dilemma related to each practice. For example, one scenario might relate to an issue of confidentiality between a client and an adult day-care facility. Work with each group as they write their assigned scenario(s). Instruct groups to exchange and analyze completed scenarios. Have groups determine why the ethical dilemma occurred, suggest how the dilemma might have been avoided, and propose appropriate responses to each situation.

3) GUEST SPEAKER

Invite an employer to discuss ethical practices expected of employees in the employer's place of business. Prior to the presentation, have students develop questions to ask the speaker. With the speaker's permission, videotape the presentation for use in future classes and with students who were absent. Keep the videotape as a library resource.

NOTES

TA 95 ***Identifying Ethical Practices in the Workplace***

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TAAS READING

4) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Develop a resource file of codes of ethics from businesses and professional organizations. Have students review the ethical codes. Have students summarize key points of specific codes and compare the various codes. Lead a class discussion on points covered.

KEY QUESTIONS

- How does it benefit groups to have written codes of ethics?
- What ethical practices are shared by most businesses and organizations?
- How do codes of ethics vary with different types of businesses or organizations?

RESOURCES

12F- The student is expected to utilize leadership and team member skills in problem-solving situations.

TEKS 12C closely relates to TEKS 12F. Strategies in TEKS 12C provide background information for application of leadership and team member skills in TEKS 12F.

NOTES

1) INTERVIEW/ROLE PLAY

Have students interview professionals working in family studies and human services or other fields to determine how skills related to teamwork and leadership are used in problem-solving situations. Prior to the interviews, guide students in preparing a set of interview questions. Sample questions may include the following:

- How important are skills in teamwork and leadership to solving problems and meeting challenges related to your work?
- How important is it for team members and leaders to be able to resolve conflict constructively?
- What are examples of problem-solving situations where leadership and teamwork skills are used?
- What suggestions do you have for helping young adults develop and improve leadership and teamwork skills?

Have students share and discuss interview results. Based on the examples described through interviews, have students work in small groups to write scenarios of problem-solving situations. Have students write the scenarios on separate index cards. Then have group members rotate the index cards among groups and role play the use of teamwork and leadership skills in each problem-solving situation. Ask each group to select one scenario/role play to practice and present to the class. As groups present their prepared role plays, ask students viewing the role plays to write down (1) specific teamwork and leadership skills/characteristics exhibited, and (2) ways these skills contributed to solving the problem.

2) INDIVIDUAL ACTIVITY

Assign students to look for opportunities to utilize leadership and teamwork skills in problem-solving situations over a specified period of time (such as the next two weeks). Explain that students will submit a written report documenting two experiences. Teaching Aid 96, ***Utilizing Leadership and Teamwork Skills***, may be used as a reporting form, or an alternate documentation method may be developed.

*TA 96 **Utilizing Leadership and Teamwork Skills***

TAAS WRITING

After students have completed the assignment, lead them to share and discuss their experiences, as well as plans to develop and improve specific leadership and teamwork skills.

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FHA/HERO ACTIVITY

- Power of One: A Better You – Develop and implement a plan to improve skills targeted in Strategy 2
- Power of One: Take the Lead

RESOURCES

PUBLICATION

Future Homemakers of America, Inc., 1997. *Power of One*.

Individual and Family Life

Knowledge and Skills.

(13) Career preparation.

The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

The student is expected to:

(A) determine the impact of career choice on family life;

(B) describe the effect of family life on workplace productivity;

(C) determine employment practices and trends that support families; and

(D) explain how technology impacts career options and family roles.

13A- The student is expected to determine the impact of career choice on family life.

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm career-related factors that impact family life. Use Teaching Aid 97, ***Career Factors That Impact Family Life***, to generate or add to brainstormed factors. Lead a class discussion on ways each of the identified factors may impact family life. Help students recognize both positive and negative influences. For example, a wage-earner's high income level might provide a family with financial options and material possessions, but require long hours, travel, etc.

KEY QUESTIONS

- How might each of the career-related factors impact family life?
- Why is it important to consider such factors up-front when making career choices?
- What things do you feel high school students deem most important to consider when selecting a job/career?

2) SCENARIOS

Divide the class into small groups. Provide each group with one of the career and family life scenarios from Teaching Aid 98, ***Careers and Family Life-Scenarios-***. Ask each group to respond in writing to the key questions below. Lead students to share and discuss responses.

KEY QUESTIONS

- How should each couple/family decide what to do?
- What demands are being placed on individuals and the family in each of these situations?
- What problems do the demands create? What rewards?
- Can job demands sometimes outweigh job rewards in relation to personal and family life? How?
- How might the families resolve the problems and deal with demands successfully while still achieving family goals?
- Why should individuals carefully weigh the rewards and demands when choosing a career or occupation?
- What have you learned in this course that would help your family in each of these situations?

3) CLASS DISCUSSION

Have students interview an adult (someone other than their own family members) regarding how their family members divide and manage household tasks to benefit all family members. Encourage students to

NOTES

TA 97 ***Career Factors That Impact Family Life***

TA 98 ***Careers and Family Life-Scenarios-***

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interview adults representing a variety of family situations (including full-time homemakers, single-parents, etc.). Lead a class discussion based on examples shared.

KEY QUESTIONS

- How does career choice (including the career choice of full-time homemaker) impact family life?
- How are household tasks divided/managed by family members?
- Are any household tasks performed by someone outside the immediate family? If so, why?
- Does the benefit of hiring someone to help a family outweigh the cost? Why?
- If children also work outside the home, how is the division of household tasks affected?
- What are examples of roles assumed by parents in dual-career families?
- What are examples of roles assumed by children?
- When might the costs of careers/occupations outweigh benefits?
- Other than day-to-day management of household tasks, what other ways does career choice impact family life?

4) PANEL DISCUSSION

Invite several individuals employed in a variety of occupations to participate in a panel discussion on the impact of career choice on family life. Ask each person to begin by briefly describing his or her job title, job description, and major responsibilities. Have students develop a list of appropriate questions for panel members prior to class. Examples of questions may include the following:

- How does your job relate to your personal priorities?
- What personal goals relate to your career selection?
- How does your job affect your family life?
- How does your job affect the amount of leisure time you have?

RESOURCES

13B- The student is expected to describe the effect of family life on workplace productivity.

1) BRAINSTORMING/ROLE PLAYS

Write the following statement on the board or overhead: "Family life can impact workplace productivity in positive and negative ways."

- Lead students to brainstorm family situations or patterns of living that might negatively impact productivity at work. (For example, such situations as family illness, a problem with child care, or demands of caring for a frail, elderly family member might result in absenteeism, tardiness, excessive telephone calls, arriving late or leaving early, feeling distracted, and overall lowered productivity.)
- Lead students to brainstorm family situations or patterns of living that might positively impact work productivity. (For example, family flexibility, willingness to share responsibilities, healthy patterns of living, and support of family members might result in increased productivity.)

Lead a class discussion based on the statement and student brainstorming.

KEY QUESTIONS

- What are ways that family life can positively impact workplace productivity?
- What are examples of problems or pressures at home that might negatively impact productivity at work or school?
- How do family demands such as child care, elder care, family illness, unresolved conflict, or family holiday traditions impact workplace productivity?
- What resources do families have to help them balance responsibilities of family and workplace?

Have students work in pairs to develop role plays depicting situations such as those brainstormed where family life impacts workplace productivity; each pair should develop two role plays – one depicting positive impact and one negative. Characters involved in the role plays might be the employed family member interacting with his/her employer, with another family member, with a co-worker, or with a friend. Have pairs take turns presenting their role plays to class members.

2) GUEST SPEAKER

Invite an employer or human resources manager to speak to the class on the effect of family life on workplace productivity. Prior to the presentation, work with students to develop questions to guide the speaker's presentation. Have a student introduce the speaker and the topic. If a guest speaker is not available, have students research information on the effect of family life on workplace productivity using the Internet,

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classroom, and library resources. Present students with the following key questions prior to their research experience. Lead a class discussion having students respond to the key questions based on information they gathered from their research.

KEY QUESTIONS

- How do family situations/demands impact workplace productivity?
- How can one's family life promote workplace productivity?
- What company initiatives can help workers manage work and family issues and improve productivity?
- What suggestions do you have for employees finding it difficult to manage family issues and remain productive?
- How do employers deal with reduced productivity resulting from family situations?

FHA/HERO ACTIVITIES

- Families First: Balancing Family and Career
- FHA/HERO Career Connections: INTEGRATE Work and Life

RESOURCES

13C- The student is expected to determine employment practices and trends that support families.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Explain to students that employers are becoming more aware of the challenges facing individuals and family members who are managing multiple family, community, and wage-earner roles. Have students read Teaching Aids 99a and 99b, ***Work Initiatives That Support Families***, for additional information. The information sheet is adapted from *Skills for Life* Module 8C, "Initiatives for Family and Work." Refer to the module for additional information to provide to students, or assign students to search references or the Internet for additional information. Lead a class discussion on employment practices and trends that support families.

KEY QUESTIONS

- Why are businesses concerned with issues related to their employees' families?
- What are examples of situations where alternative work arrangements could be very helpful to families?
- What are examples of persons students know about who are working under alternative work arrangements?
- Which work initiatives would be more useful to families with young children? older children? no children?
- How do family-friendly policies and benefits help companies attract and keep employees?
- Which of the initiatives would most appeal to you as a prospective employee?

2) GROUP PROJECT/VISUAL DISPLAY

Guide students to identify several major employers in your community or region of the state. Be sure to include small businesses as well as large corporations. Have students work in small groups to gather data on benefits available to local employees. Assign each group to gather information from one of the businesses that has been identified. Discuss with students how to contact the appropriate individual at each company, and develop a set of questions to ask. Decide whether contacts will be in person, by telephone, or both. When possible, have students obtain printed information describing the company's benefit package.

Have each group prepare a poster presentation on the family-friendly benefits offered by their assigned company. Provide time for students to circulate to view each of the posters.

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TA 99a & 99b Work Initiatives That Support Families

TAAS READING

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FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8C, "Initiatives for Family and Work."

PUBLICATION

Felstehausen, Ginny. 1999. "Managing Multiple Roles," *Essentials for Home Economics Education: The Cornerstone.*

WEB SITE

Texas Work and Family Clearinghouse
www.twc.state.tx.us/svcs/workfamch/wfchp/html

13D- The student is expected to explain how technology impacts career options and family roles.

1) RESEARCH/GUEST SPEAKER

Have students search the Internet to find information and resources for people who telecommute or work from their homes. Suggested search keywords are *work at home* or *telecommuting*. (One web site – www.wahm.com – provides resources for work-at-home moms.) Students may also contact individuals who have Internet businesses and ask the key questions below. Have students report findings to the class.

Invite a work-at-home mom or dad to class to explain how technology allows them to pursue a career at home. Guide students in preparing questions for the speaker. Have a student introduce the speaker and topic. Following the presentation, have students write notes of appreciation to the speaker.

KEY QUESTIONS

- What aspects of technology are most useful in being able to work from the home?
- How does working from home impact career options?
- How does working from home impact family roles?
- What stresses can be expected from working at home?
- What are the benefits of working at home?
- What management strategies are most useful in a successful work-at-home career?

2) CASE STUDIES

Divide the class into triads, and provide each group a copy of Teaching Aid 100, ***Technology, Career Options, and Family Roles Case Studies***. Have groups use the first three key questions below to analyze the case studies. Have groups report their findings to the class, describing for each situation how technology might impact career options and family roles. Lead students to discuss all key questions.

KEY QUESTIONS

- What technology resources might help in managing each situation?
- How might the use of technology impact career options?
- How might the use of technology impact family roles?
- How might technology decrease stress levels in families? in careers?
- How might technology increase stress levels in families? in careers?

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TA 100 Technology, Career Options, and Family Roles Case Studies

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3) AUDIOTAPED INTERVIEW/WRITTEN EXERCISE

Ask a professional who is very familiar with the field of family studies and human services to describe how technology has impacted career options and family roles in the field of family studies and human services. Audiotape responses. Sample questions may include:

- What new career options have arisen in the field of family studies and human services as a result of technology?
- What are examples of careers in the field that have significantly changed as a result of technology?
- How have preparation requirements and education changed as a result of technology?
- How has technology changed the way jobs are performed?
- How has technology impacted management of family and career life?

TA79a ***Family Studies and Human Services: Examples of Career Opportunities***

Have students review Teaching Aid 79a, ***Family Studies and Human Services: Examples of Career Opportunities***, to review the broad range of career options in the field. Play the audiotape, and lead students to discuss information shared.

TAAS WRITING

Assign students to write a paper explaining how technology impacts career options and family roles and predicting how technology is likely to impact their future careers.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: INTEGRATE Work and Life
- Y.E.S. Project to help seniors develop computer skills
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Individual and Family Life

Knowledge and Skills.

(14) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of individual and family life.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of individual and family life; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of individual and family life.

14A - The student is expected to determine home and business applications of knowledge and skills developed in the study of individual and family life.

NOTES

TO THE TEACHER

TEKS 14A and 14B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Individual and Family Life course.

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RESOURCES

14B - The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of individual and family life.

NOTES

TO THE TEACHER

TEKS 14A and 14B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Individual and Family Life course.

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RESOURCES

Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Individual and Family Life course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

14A The student is expected to determine home and business applications of knowledge and skills developed in the study of individual and family life.

14B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of individual and family life.

FHA/HERO projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

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Supervised Career-connections Experience

1C- The student is expected to propose strategies that promote physical, emotional, intellectual, and social development.

7D- The student is expected to predict the effects of societal, demographic, and economic trends on individuals and the family.

7E- The student is expected to appraise ways to strengthen functions in varied family structures.

7H- The student is expected to determine the impact of effective family functioning on community and society.

11A- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of family studies and human services.

11B- The student is expected to determine how interests, abilities, and personal priorities affect career choice.

12A- The student is expected to practice effective verbal, nonverbal, written, and electronic communication skills.

The student will:

1. Interview a professional (or professionals) who works in a family studies and human services career that deals with the physical, emotional, intellectual, or social needs of families.
2. Describe strategies that promote positive development in those areas learned from the interview(s).
3. Shadow the professional, if possible, to ascertain the ways that professionals interact with families to support positive development.
4. Research the selected career.
5. Compile the information into a written report with complete bibliography.
6. Develop a visual display that outlines career definition, educational requirements and abilities needed, interests, job opportunities, salaries, and other pertinent information.
7. Summarize career applications of knowledge and skills learned through this experience.

The student will submit for evaluation:

- interview notes and responses
- observation notes, if shadowing
- research notes with bibliography
- copies of the written material on the visual display
- visual display
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

8D- The student is expected to predict the benefits of technological advances on families throughout the family life cycle.

9D- The student is expected to determine management strategies and technology available to meet special needs of family members.

12A- The student is expected to practice effective verbal, nonverbal, written, and electronic communication skills.

The student will:

1. Define a situation in which management strategies and technology are available to meet special needs of family members (e.g., a younger sibling enrolled in a special education class, a grandparent living in a long-term care facility).
2. Research types of needs and crises experienced by individuals and families based on the defined situation.
3. Interview a caregiving professional or teacher, with regard to management techniques and technology available to meet the special needs of family members (e.g., special education class, state school, rehabilitation center, or long-term care facility).
4. If possible, observe the person with special needs in the caregiving setting for one-hour period on two separate occasions.
5. Write a report which draws conclusions based on the research, interview, and observations with respect to management strategies and technology available to meet special needs of families.
6. Summarize career applications of knowledge and skills learned through this experience.

The student will submit for evaluation:

- research notes with bibliography
- interview notes and responses
- observation notes
- a written report
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

10A- The student is expected to describe the impact of stress on individuals and relationships.

10B- The student is expected to identify factors contributing to stress.

10C- The student is expected to practice techniques for managing stress.

12A- The student is expected to practice verbal, nonverbal, written, and electronic communication skills.

The student will:

1. Research techniques for managing stress.
2. Write a public service announcement (PSA) on technique(s) for managing stress. Refine the PSA.
3. Practice the presentation, including any audio supplementation, using precise timing.
4. Give the presentation to a peer and/or adult audience (e.g., FHA/HERO chapter, class, Lions Club). Have the audience critique the presentation.
5. Refine the presentation based on the audience critique and practice again.
6. Tape the public service announcement for on-air presentation.
7. Evaluate the on-air presentation by surveying listeners.
8. Summarize career applications of knowledge and skills learned through this experience.

The student will submit for evaluation:

- research notes with bibliography
- draft script, revised scripts, final script
- evaluation of focus group and suggested revisions
- audiotape of public service announcement (PSA)
- written self-evaluation and copies of listener's evaluations
- a summary of the project experience, including #8 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

1C- The student is expected to propose strategies that promote physical, emotional, intellectual, and social development.
7C- The student is expected to compare functions of families in various cultures.
7F- The student is expected to determine procedures for meeting individual and family needs through resource management.
7G- The student is expected to explain how technology influences family functions and relationships.
8D- The student is expected to predict the benefits of technological advances on families throughout the family life cycle.
12A- The student is expected to practice verbal, nonverbal, written, and electronic communication skills.
13D- The student is expected to explain how technology impacts career options and family roles.

The student will:

1. Search the Internet for resources for families.
2. Create an address list of the Worldwide Web sites and summaries of the information that can be found at each web site.
3. Categorize the web sites and summaries according to topics (e.g., Parenting, Nutrition, Educational, Financial, Health and Safety, Recreation, Balancing Work and Family).
4. Develop a brochure or flyer with the web sites listed. Teaching Aid 4, ***Brochure Assessment***, can provide guidelines for development.
5. Write a report drawing conclusions about the web sites.
6. Summarize career applications of knowledge and skills learned through this experience.

The student will submit for evaluation:

- an address list of the World Wide Web sites for families
- summaries of each web site
- a written report of conclusions about the web sites
- brochure or flyer
- written evaluation of the brochure, using Teaching Aid 4, ***Brochure Assessment***
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

BLENDED ACTIVITY

2A - The student is expected to summarize the decision-making process.
2B - The student is expected to discuss consequences and responsibilities of decisions.
2C - The student is expected to evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.
7F - The student is expected to determine procedures for meeting individual and family needs through resource management.
8C - The student is expected to analyze financial considerations related to the family life cycle.

CASE STUDY/GROUP ACTIVITY

Have students divide into small groups. Have each group develop a family financial case study that contains the following components:

- description of the study
- specific description of a financial decision that a family might make
- a math problem/activity based on the financial decision

After developing a rough draft of the case study, students should work through the math problem/activity to be sure it is clear and workable. Using word processing and financial software (if available), students can be encouraged to add computer graphics and tables to their case study. Once the case study is complete, distribute enough copies of all case studies to each group. Have each group work through each family financial case study. Lead a class discussion on the kinds of financial decisions that families make and the factors that affect family financial decision making.

1. **Develop Case Study**
   Have each group of students develop a family financial case study that contains all of the components as listed above.

2. **Refine the Case Study**
   After developing a rough draft of the case study, work through the math problem/activity to be sure it is clear and workable. Use software (if it is available), to add graphics and tables.

3. **Problem Solving**
   Distribute copies of all family financial case studies to each group. Have each group work through the situations and activities.

4. **Class Discussion**
   Lead a class discussion on the kinds of family financial decisions that families make and the factors that affect decision making.

5. **Evaluation**
   Have students evaluate the activity and the overall outcome.

BLENDED ACTIVITY

8A - The student is expected to describe the stages of the family life cycle.

8B - The student is expected to describe roles and responsibilities of individuals and family members throughout the family life cycle.

8C - The student is expected to analyze financial considerations related to the family life cycle.

PANEL DISCUSSION/GROUP ACTIVITY

Invite a panel of individuals representing all stages of the family life cycle to speak to the students on the characteristics, challenges, and joys of each of the stages. Guide students in developing a list of questions to ask the panel. Have students introduce the panel members and serve as panel moderator. Following the panel presentation, have the class divide into groups. Using Teaching Aid 101, ***Family Life Cycle Analysis***, have students summarize their learning about the family life cycle by completing the chart. Have groups share their summaries with the class.

1. **Panel Discussion**
   Invite a panel of individuals representing each stage of the family life cycle. Have the panel speak on the assigned topic. Guide students in questions to ask the panel. Follow the panel discussion with questions from students.

2. **Group Activity**
   Divide the class into small groups. Have each group summarize learning about the family life cycle by completing Teaching Aid 101, ***Family Life Cycle Analysis***.

3. **Summaries**
   Have each group share their summaries with the class.

Note to the Teacher: Additional concepts could be addressed by the panel or introduced by the teacher concerning issues affecting each stage of the family life cycle such as: composition of families; roles and responsibilities; financial considerations; technology; resources that assist families; and laws and public policies.

BLENDED ACTIVITY

10A - The student is expected to describe the impact of stress on individuals and relationships.

10B - The student is expected to identify factors contributing to stress.

10C - The student is expected to practice techniques for managing stress.

SURVEY/PROJECT

Have students use the list of stressors from Teaching Aid 75, ***What Causes Stress?***, to develop a survey questionnaire. The questionnaire might place the lists of stressors down the left side of the questionnaire. Two sections of columns to the right would provide a place for respondents to check. One section might be titled *Stress Experience* and have three columns that could be checked for each stressor: *never experienced*, *experienced once*, and *experienced more than once*. A second section of columns might be titled *Level of Stress*. Columns could be provided for *highly stressful*, *stressful*, *slightly stressful*, and *not stressful*.

Obtain permission for students to conduct an anonymous survey of teens to determine the stressors that teens have experienced and the impact of the stressors on their lives. Following the return of completed questionnaires, have students tally the responses. From the data collected, have students prepare a bar graph or pie graph showing the results of the survey.

When the data have been analyzed, have students prepare a brochure that describes the factors impacting stress on adolescents, reports the results of the stress survey, outlines strategies for stress reduction, and suggests resources for stress management. The brochure could be shared with the following people: students, school counselor, community leaders, health care professionals.

1. **Develop Survey**
   Refer to Teaching Aid 75, ***What Causes Stress?***, to develop a survey questionnaire. Use the suggested guidelines as mentioned above.

2. **Administer Survey**
   After obtaining permission, have students administer the survey to teens.

3. **Gather and Compile Data**
   Have students compile data and tabulate results. Prepare a bar graph or pie graph showing the results.

4. **Draw Conclusions**
   Discuss the results and form conclusions.

5. **Brochure**
   Upon culmination of the survey, have students develop a brochure about the findings as well as additional information on stress management. Share the brochure with various individuals and groups.

BLENDED ACTIVITIES

Integration of FHA/HERO

COMMUNITY SERVICE PROJECT

Have FHA/HERO members collect bulletins, brochures, pamphlets, and other information about local, state, and national agencies and organizations which provide assistance to children, dependent adults, and their families. Divide the class into teams of three or four students to prepare message boards that provide information on selected agencies and organizations providing help to families. The message boards could be posted in locations such as classrooms, child care centers, adult care centers, community centers, medical facilities, and libraries.

TEKS 8B, 9B, 9C, 9D, 12A, 12C

FAMILIES FIRST

You-Me-Us: Have students develop a student and/or family survey to determine what kinds of technology are used by families, as well as to estimate how much time is spent each day using technology. In developing the survey, students can utilize electronic, written, and verbal communication skills. Students can also compile the information into a summary or article to be used in the school or local newspaper or for a program presentation at various community organizations.

TEKS 7E, 7G, 8D, 9D, 13D

You-Me-Us: Have students complete a twenty-four hour diary on the use of technology in their own families. Students should list all of the applications of technology that family members use related to technology. Examples might include but are not limited to: cellular telephone, dishwasher, computer, calculator, microwave, digital satellite dish, talking book, ATM (automated teller machine), digital scales, and cars. Have students compile a master list of uses of technology in families. Lead students to discuss how technology influences family functions and relationships. Have students develop a flyer or brochure to distribute to high school students, families, and other groups regarding the influences of technology on the family.

TEKS 7E, 7G, 8D, 9D, 12A, 12C, 13D

POWER OF ONE

A Better You: Have students develop a "Resource File" to use when they are living independently. It could be in the form of an expandable folder, notebook, or in a file box. Students should file pamphlets, brochures, newspaper or magazine articles, information from class projects, Internet information and web sites, handouts, and other sources of information which will help them now, as well as in the future. Topics could include decision making, communication skills, resource management, community resources, stress management, employment, employability skills, and information on building and maintaining relationships.

TEKS 2A, 2B, 2C, 3A, 3B, 7F, 10A, 10B, 10C, 12C, 12D

Integration of FHA/HERO

Working on Working: Have students research a career that serves families. Have students use available technology such as the Internet, CD-ROM encyclopedia, and the learning channel. Have students compile information into a booklet, pamphlet, illustrated talk, or video. Have students present the information to the class; the presentation should include information related to job title and job description, preparation requirements, entry-level salaries, job demands (present and projected), and names of companies that employ persons in this field. This strategy could be used in conjunction with a career fair or display.

TEKS 11A, 12A

STAR EVENTS

Applied Technology: Have students complete a 24-hour diary on the conservation strategies they use as individuals or families. Students should list all of the strategies used including, but not limited to, reusing, reducing, and recycling. Have students compile a master list of conservation strategies. Have students create a visual display, brochure, video, school assembly program, or a public service announcement for radio or television.

TEKS 2B, 2C

Chapter Service Project: Have students plan a "Wellness Fair" for the school and/or community. Have students invite professionals from the community to participate including physicians, nurses, dietitians, fitness experts, or mental health professionals that work with stress management. Activities could include a fitness walk/run, tai-chi and Yoga demonstrations, stress management techniques, blood pressure screening, and information on nutrition and preparing nutritious foods.

TEKS 1C, 2C, 10C

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Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  – For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  – Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents, and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  – For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  – Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby, or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills that students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION:
VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or, it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 4, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 102, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 76, ***Guidelines For A Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead group to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 103, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 104, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 105, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

American Association of Family and Consumer Sciences
1555 King Street
Alexandria, VA 22314-2752
703/706-4663
www.aafcs.org

Bishop, Peter C. 1998. *Future Populations: World Country, and State.*
Presentation at the Home Economics Professional Development Conference, July 1998.

Brigham Young University, 1998. *Culturgram '98.*
David M. Kennedy Center for International Studies, Publications
P.O. Box 24538
Provo, UT 84602-4538
800/528-6279

Children, Youth, and Families Education and Research Network (CYFERNET)
Service of Cooperative Extension
www.cyfernet.org

Conflict Resolution Institute
www.conflictnet.org/cru/

Future Homemakers of America, Inc.
1910 Association Drive
Reston, VA 22091
800/234-4425
www.fhahero.org

Future Homemakers of America, Inc.
Texas State Association
8140 Burnett Road
Austin, TX 78766
512/459-3269

Future Homemakers of America, Inc. 1996. *Families First.*

Future Homemakers of America, Inc. 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc. 1997. *Power of One.*

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
806/742-3029
www.hs.ttu.edu/hecc

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Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

Library of the Workplace (interactive web site)
Center for Occupational Research and Development
P.O. Box 21689
Waco, TX 76702-1689
512/462-2589
FAX 512/916-1250
www.cord.org/workplacelibrary

National Association of College and Employers
www.jobweb.org

National Council on Family Relations
3989 Central Avenue NE
Suite 550
Minneapolis, MN 55421
888/781-9331
www.ncfr.com/body.html

National Network for Family Resiliency
www.nnfr.orgh

Occupational Outlook Handbook
stats.bls.gov/ocohome.htm

Office of the Attorney General of Texas
www.oag.state.tx.us/

Ohio Agricultural Extension Service
www.ag.ohio-state.edu/~ohioline

Online Career Center
www.occ.com/occ/

Texas Agricultural Extension Service
(Contact your county family and consumer sciences agent)
www.fcs.tamu.edu

Texas Department of Protective and Regulatory Services
701 W. 51st Street
P.O. Box 149030, Mail Code E-554
Austin, TX 78714-9030
512/438-3011
www.tdprs.state.tx.us

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-001
512/936-3228
www.twc.state.tx.us/svcs/workfamch/wfchp/html

TA 1
TEKS 1A

Personal Development Terms

the picture you have of yourself

---

qualities that make a person unique

---

the way you feel about yourself

---

all the qualities passed on to you from your parents and ancestors

---

your surroundings, including family, community, school

TA 2
TEKS 1A

Environmental Influences on Personal Development				
Family	*Friends*	*School*	*Community*	*Religion*

TA 3a
TEKS 1B

Darien's Dilemma

Objective: Analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs.

Case Study

Darien threw his notebook on the sofa as he walked through the living room. Lu Ming looked up from her sewing as Darien swung through the dining room on his way to the kitchen. From the set of his shoulders and the noises deep in his throat, she could tell that Darien was upset. Lu Ming continued her sewing. She needed to finish the dress before Mrs. Rosemont got there, and Pina was due home any minute. Noises from the kitchen told Lu Ming that Darien was making a snack for himself. Would he make one for Pina too? Where was Pina? The school bus should have been here by now.

Stretching her arms high over her head, Lu Ming pushed the chair back from the sewing machine. She had finished the garment with time to spare. Lu Ming got up and walked into the living room where Darien was slouched on the sofa watching television. His notebook was thrown carelessly on the floor, several pages were lying loose. "Have you done your homework?" Lu Ming asked quietly. Darien did not answer. Lu Ming moved in front of the television and asked again, "Have you done your homework?" Darien looked at his mother. "No," he replied. "I'll do it later." Lu Ming moved closer to her son. "Television will still be on later," she said.

Darien turned off the television, picked up his notebook, and walked to the dining table. At that moment, Pina skipped through the front door. She gave her mother a quick hug, then ran to the kitchen. Lu Ming followed, knowing that the girl was looking for a snack. Entering the kitchen, Lu Ming saw Pina perched on the bar stool nibbling daintily at a peanut butter and grated carrot sandwich. "Momo," Pina said, "I made a picture for you." She jumped down and ran out of the room. Pina returned with a piece of paper in her hand. Lu Ming took the paper from the girl's hand. A large butterfly was printed on the paper. Multi-colored pieces of paper covered the butterfly. "How lovely," said Lu Ming. She put the picture on top of other pictures on the refrigerator door, securing the picture in place with two magnets shaped like rabbits. Lu Ming turned to the sink to begin preparation for dinner.

As the family sat around the dining table later, Lu Ming asked Darien how he had done on his calculus test that day. Darien sat with his dead down for a minute, slowly chewing the food in his mouth. His mother waited. Pina looked up at Darien and then at her mother, questioningly. "The moment had come," Darien thought. "I can't let her know my failure." "I did okay," was all he said. Lu Ming and Pina started eating again, and Darien slowly released his held breath.

Only the hall light was on when Darien walked in the kitchen to get a glass of milk. Beginning to open the refrigerator, he quickly shut it and looked at the newest addition to the door. There, on top of family pictures, attached by two vegetable-shaped magnets, was his calculus test. The 84 at the top of the paper screamed out at him in a bright red ink. Underneath the score was a bright orange, newly-drawn happy face. Darien felt his shoulders begin to relax for the first time since second period. A brief smile skirted his face. As Darien returned to his bedroom, he stopped at the door to his mother's bedroom. "Good night, Momo," he said. "Happy dreams."

TA 3b
TEKS 1B

Darien's Dilemma Cont'd.

Key Questions:

1. What was Darien's dilemma?

2. Why do you think that this was a dilemma to Darien? Would it be a dilemma to you?

3. Describe Darien's personal identity.

4. What do you know about Darien's self-esteem? Why do you think he feels this way?

5. How has Darien's family influenced his personal identity and self-esteem?

6. What does the family do that might influence Pina's feelings about herself?

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

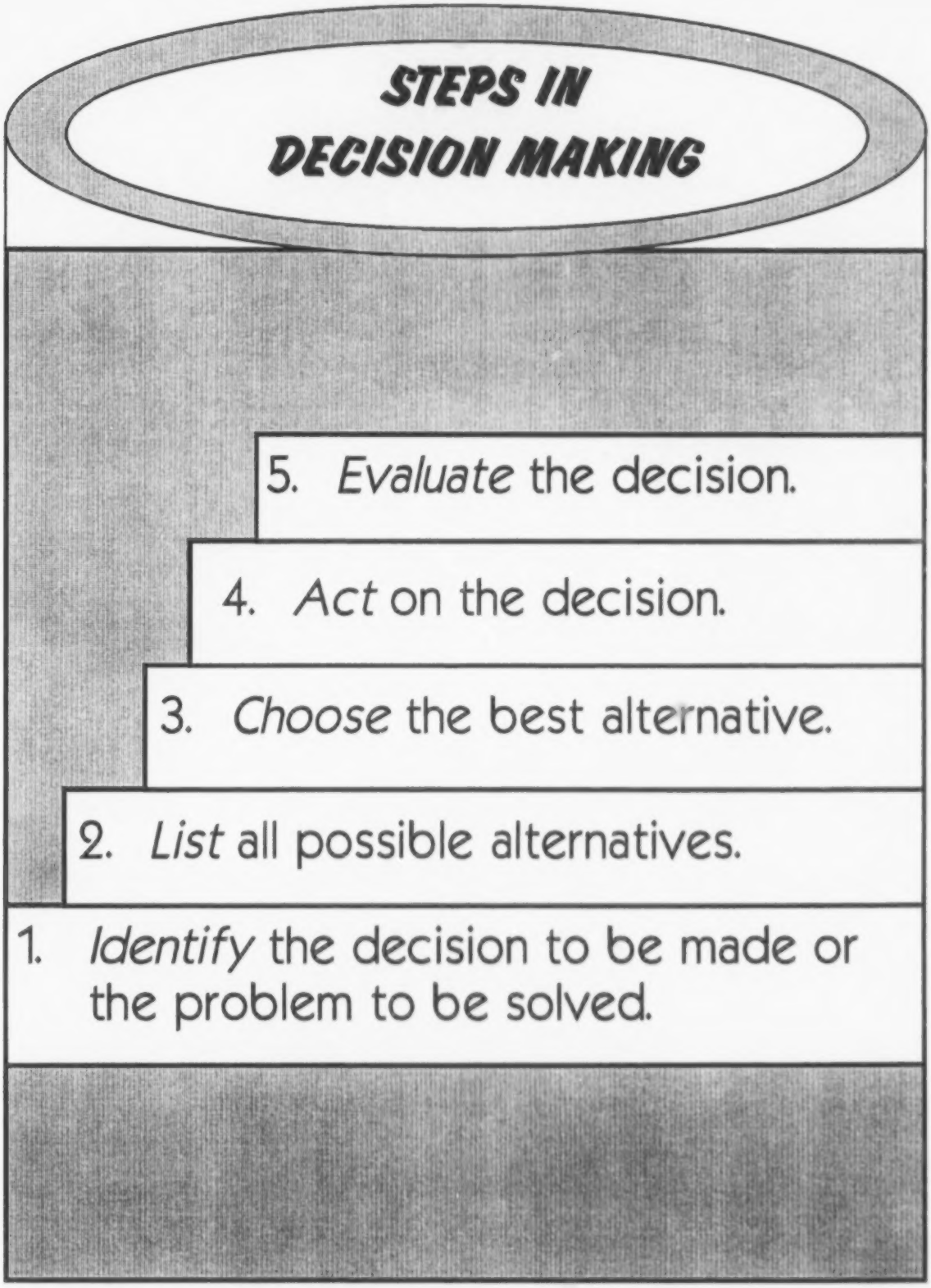
	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	**2**	**1**
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	**2**	**1**
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	**2**	**1**
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

TA 4a
TEKS 1C

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

TA 5
TEKS 2A


STEPS IN
DECISION MAKING
5. Evaluate the decision.
4. Act on the decision.
3. Choose the best alternative.
2. List all possible alternatives.
1. Identify the decision to be made or the problem to be solved.

TA 6
TEKS 2A

DECISIONS, DECISIONS!

Directions: Read the case study below and answer the questions in the space provided.

Case Study

Jordan is a senior in high school. He works after school at a local supermarket and plays in a band on weekends. Jordan has been having problems with his car for about a year; it seems as though every paycheck he receives goes to pay for car repairs. He has decided that he needs a new car before he goes off to college next year because he will be driving back and forth on weekends to play with his band when they have booked performances. Jordan has been checking around with car dealers, and he is going to need some extra cash to make the down payment on the car. His mom is a single parent with two younger sons so he cannot ask her to help. Jordan has considered selling his drum set for the extra cash he needs. He thinks that maybe he can buy another set after a few months. His mother is worried that he is not considering the monthly car payment on the new car and that he will be sorry if he sells his drums.

1. What decisions is Jordan facing?

2. What are two possible alternatives for Jordan?
   a.

   b.

3. What are the advantages and disadvantages of each alternative?
   a.

   b.

4. What are the possible results or outcomes of each alternative?

5. If you were Jordan, what would you do?

TA 7
TEKS 2B

Decision Quotations

"Decision is a risk rooted in the courage of being free."
— Paul Tillich

"I think a lot more decisions are made on serendipity than people think. Things come across their radar screens and they jump at them."
— Jay W. Lorsch

"A decision is the action an executive must take when he has information so incomplete that the answer does not suggest itself."
— Admiral Arthur W. Radford

"Don't fight the problem, decide it."
—General George C. Marshall

"Problems are only opportunities in work clothes."
— Henry J. Kaiser

"No problem is too big to run away from."
— Charles M. Schulz

"If you let decisions be made for you, you'll be trampled."
— Betsy White

"After the decision is made, I forget about it."
—Harry S. Truman, U.S. President

"Just do it!"
—Nike

"Haste maketh waste."
— John Heywood

"When you have to make a choice and don't make it, that in itself is a choice."
— William James

"He who chooses the beginning of a road chooses the place it leads to. It is the means that determine the end."
— Harry Emerson Fosdick

"When possible, make the decision now, even if action is in the future. A reviewed decision usually is better than one reached at the last moment."
— William B. Given, Jr.

"It does not take much strength to do things, but it requires great strength to decide on what to do."
— Elbert Hubbard

TA 8
TEKS 2C

Decision-Making Case Studies

1. Ten-year-old Amelia adores her sixteen-year-old sister Amy. She wants to do everything that Amy does. When Amy got her ears pierced at age fourteen, Amelia begged to get her ears pierced too. "Not until you're a teenager," said her mother. Each time the family goes to the mall, Amelia begs to get her ears pierced, but her mother always says, "Not until you're a teenager."

   Last Sunday, Amy and Amelia were walking the mall while they waited for their mother to get her hair done. As Amy and Amelia walked past the shop that specialized in ear piercing, Amelia turned to Amy and began to plead, "Can I get my ears pierced today? Please, please, please." Amy thought a minute, grabbed Amelia's hand, and pulled her into the shop. "Let's do it," she said. As Amy signed the consent form, writing her age as eighteen, she had second thoughts.

2. Teraj had always dreamed of attending college. In fact, his family, who strongly believed in education, had set up a college fund for each of their children. During his junior year in high school, Teraj and a friend began talking about moving to California following graduation and getting jobs in the movie industry. The friends worked together over the summer at a lumber yard and volunteered at the local community theater working as stage hands, building and painting sets, and helping in the box office.

   As Teraj entered his senior year, his family got excited as he sent in college applications. When two of the better-known universities accepted him for the fall semester, the family was overjoyed. Teraj, however, still planned to move to California for at least two years before going to college. He just hadn't found the right time to tell his folks.

3. Komiko had been working at Benny's Burgers for three months. She loved the team of people she worked with and especially liked the older night manager Jim. Although Benny's was always crowded, the owner recently informed the employees that some changes might have to be made because Benny's profits were declining.

   One Saturday night, following the close of Benny's, Komiko and Jim were the last two employees to leave. As Komiko put her apron in the hamper, she glanced into Jim's office and noticed that he was bent over his desk. "Good night," she said. As Jim jerked his head around to look at her, Komiko observed what appeared to be drug paraphernalia on the desk. Komiko waved to Jim and ran through the back door to her car.

   As Komiko drove home, she was still in shock at what she had seen. Jim was such a nice man, but seemed very nervous and grouchy lately, and the business was losing money. Komiko thought about calling the owner and telling her about Jim, but decided not to say anything for awhile.

TA 9
TEKS 2C

Decision Evaluation Grid

Directions: Read the case study. For each area shown across the top of the grid, evaluate the probable outcome of acting on the decision or not acting on the decision depicted in the three case studies. Record the projected impact or outcome of the decision in the appropriate box.

	Health	Well-being	Family	Interpersonal Relationships	Employment	Society
Case Study #1						
Acting on the decision						
Not acting on the decision						
Case Study #2						
Acting on the decision						
Not acting on the decision						
Case Study #3						
Acting on the decision						
Not acting on the decision						

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TA 10
TEKS 3A

Adjustments to Independent Living Interview

▲ Select one or more young adults who are living independently of their families. Interview the young adults about adjustments to adult life. Use the following questions to assist you with your interview(s).

1. What adjustments have you found necessary in living as an independent adult?

2. Were most of the adjustments related to social life, work, finances, or emotional considerations?

3. Which adjustments required help from others?

4. What resources did you rely on to help you with your adjustments to living independently?

5. How can loneliness be a problem for an independent adult living alone?

6. How can individuals living independently cope with feelings of loneliness and isolation?

7. What advice can you offer to teenagers in preparation for the future as an independent adult?

8. What are some things you can learn as a teenager that will help you make the transition to independent adulthood?

TA 11
TEKS 3B

Are You Ready to Live Independently?

Directions: Are you ready to live as an independent adult? The answer is possibly yes if you can reply positively to each of the following statements. Place a check mark (✔) by each of the statements that apply to you.

_____ I am earning (or have the ability to earn) a steady income.

_____ I am capable of managing my own finances.

_____ I can adjust to a lower standard of living, if necessary.

_____ I am willing to provide my own food, clothing, and shelter.

_____ I can cope with the tasks of maintaining a home.

_____ I can spend time alone.

_____ I can handle my emotions and avoid extreme reactions to difficult situations.

_____ I am capable of accepting the consequences of my actions.

Adapted from: Nemiroff, J.L. (1985). *A Guide to Independent Living*, 2nd. ed. New York: Prentice Hall College Division.

TA 12
TEKS 3B

Finding an Apartment

✎ Fill in this form as you are shown the apartment. Please, don't hesitate to ask questions.

Name of Apartment _____

I. **Selecting an apartment: Things to consider**

A. _____ E. _____

B. _____ F. _____

C. _____ G. _____

D. _____ H. _____

II. **Utilities**

A. Cost per month:

1. Phone: _____
2. Water: _____
3. Gas/Electricity: _____

B. Installation:

1. Phone: _____
2. Water: _____
3. Gas/Electricity: _____

III. **Maintenance:** _____

IV. **Moving Out: What to do?**

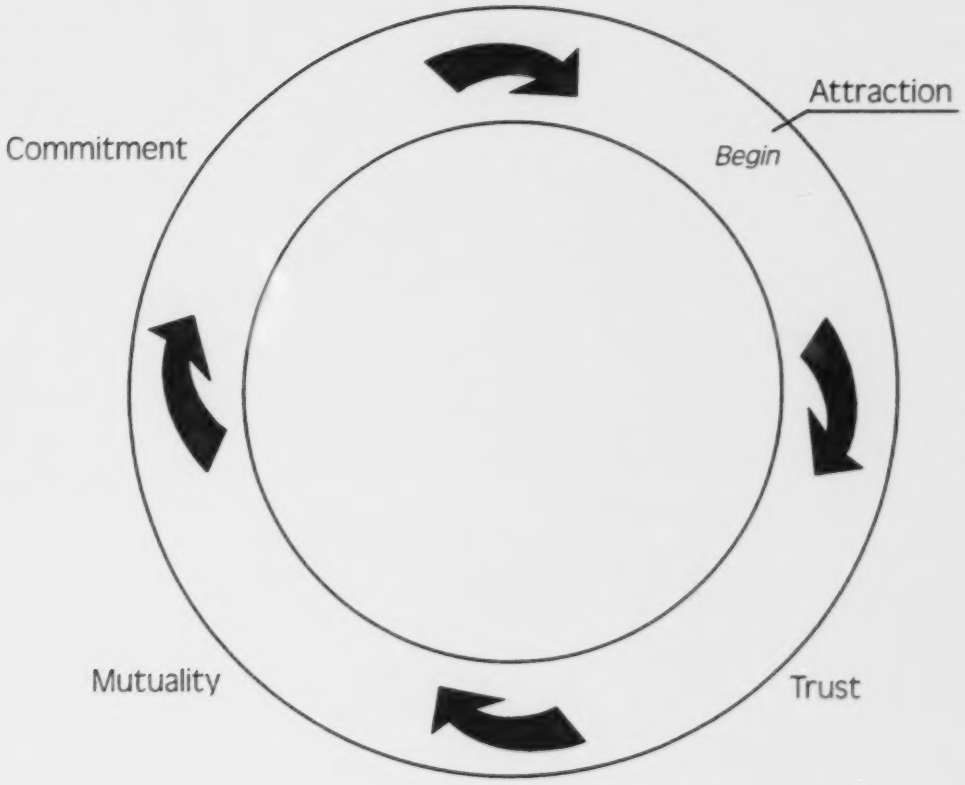
A. _____ days notice

B. Lease? _____

C. Deposit? _____

TA 13
TEKS 4A

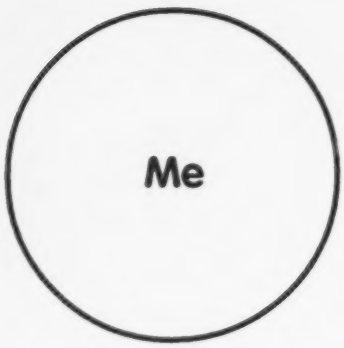
Relationship Development Wheel



Adapted from: Reiss, I.L. and Lee, G.L. (1988). *Family Systems in America*. 4th ed. New York: Holt, Rinehart, and Winston.

TA 14
TEKS 4A

Relationship Web Diagram



TA 15
TEKS 4B

Nurturance of Family Members

Looks Like — Sounds Like

Looks Like	Sounds Like

TA 16
TEKS 4C

Terms to Know About Culture and Relationships

Acculturation	the process by which people acquire the culture of a society; the borrowing or merging of traits from one culture into the beliefs and practices of another culture
Altruism	unselfish concern for the welfare of others
Cultural Group	a group to which one belongs based on a sharing of similar religious, language, family, or physical attributes
Culture	the beliefs, traits, and practices of a specific group of people
Discrimination	to make a difference in treatment based on something other than individual merit
Empathy	being sensitive to another person in order to feel the other's emotions and experience in a non-judgmental, accepting way, seeing things from another person's viewpoint
Ethnocentrism	the belief or attitude that one's own culture is better than other cultures
Prejudice	an inflexible opinion and/or attitude of hostility directed toward an individual or group, often based on insufficient or inaccurate knowledge
Stereotype	a commonly held mental picture of the qualities or behavior of a particular group of people that assumes that all members of the group have the same characteristics

TA 17
TEKS 4C

Effects of Cultural Patterns on Family Relationships

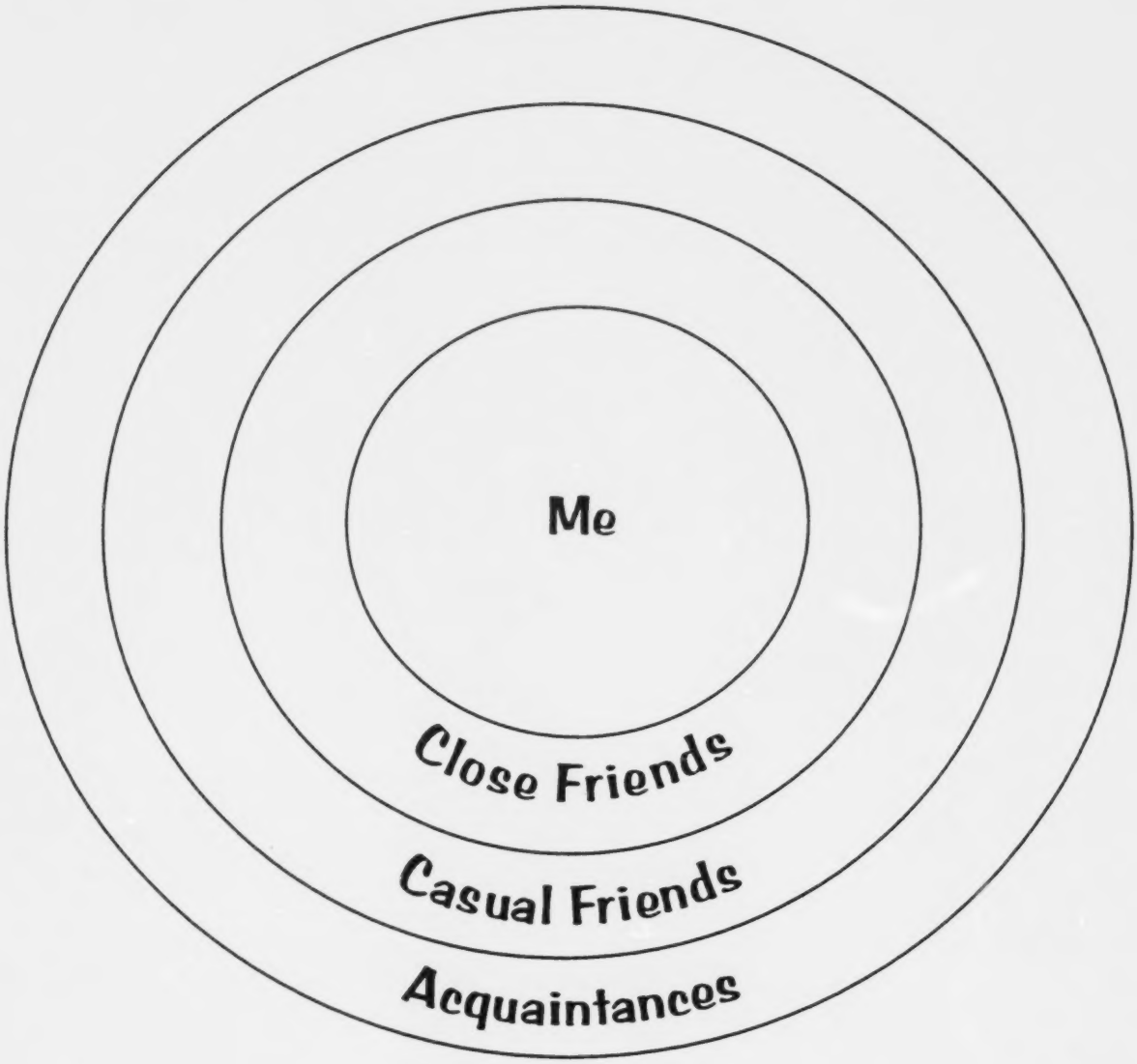
1. What is the family's role in relationship development?

2. How do customs and cultural patterns affect families and their relationships?

3. As young people in countries throughout the world are becoming more "westernized" (copying the cultural patterns of America and Europe), how might the relationships between those young people and their parents/grandparents be affected? If a young person in the United States were to copy the cultural patterns of a culture quite different from their own, how will his/her family relationships and relationships with others be affected?

TA 18
TEKS 5A

Friendship Circle



TA 19
TEKS 5B

How Do YOU Handle Peer Pressure?

Objective: Determine appropriate strategies for handling peer pressure.

Situation 1
You work really hard to make good grades in chemistry class. Your friend, Todd, stayed out late last night and forgot to do his chemistry homework. He asks if he can copy yours.

Situation 2
Alonzo has invited Carmen over to his house tonight. He tells you that his parents are out-of-town and that he wants to be alone with Carmen. Alonzo is not going to tell Carmen that his parents are gone. Carmen and Alonzo are both your good friends.

Situation 3
Two of your friends plan to go to a college party in a nearby town this weekend and told their parents that they are spending the night at your house. They ask you to make an excuse to their parents if they call.

Situation 4
Amy, a student in your Individual and Family Life class, walks with a severe limp. Recently, several students in class have begun to mimic the way that Amy walks.

Situation 5
After a basketball game, you and some friends are driving around town. The driver pulls a bottle of beer from under the front seat, takes a drink, and passes the bottle to the back seat.

Situation 6
The last Friday in April is traditionally known as Senior Skip Day at your high school. The school administration counts an absence that day by students as truancy without a legitimate excuse. Several of your friends plan to skip school that day and forge excuses from their parents. They ask you to join them.

TA 20
TEKS 5C

Responses to Authority Figures

- Tonya was playing softball in a vacant lot with some of her friends. During the game, a window of a house across the alley was broken. Everyone but Tonya ran home. The irate homeowner is coming across the street to confront Tonya.

- Darrell tried out for the debate team. The debate coach has just announced the members who made the team. Darrell's name was not on the list; however, he noticed the list included the name of a girl who did a really poor job in the try-outs but had worked closely with the debate coach in the past. Darrell feels that he was unfairly rejected because he is not a part of the debate crowd.

- Amelia applied for several part-time jobs after school, but they were all given to other applicants. As she goes for another interview, she is very cynical about her chances of getting a job.

- After school started this morning, a custodian discovered that the girl's bathroom on the north hall has been vandalized. A group of girls who normally hang out in that hall were called to the principal's office. Patrice, a member of the group, was singled out by the principal. He began to ask her a series of questions about her actions that morning before school.

- As Lacey was backing out of her parking place in the school parking lot, she backed into the car behind her with a loud "thud." As she looked in her rearview mirror, she saw Mr. Hostetler, her algebra teacher, get out of the car with an angry scowl on his face.

TA 21
TEKS 5E

Attitudes

Positive Attitude Characteristics	Negative Attitude Characteristics

TA 22
TEKS 5E

A Matter of Attitude

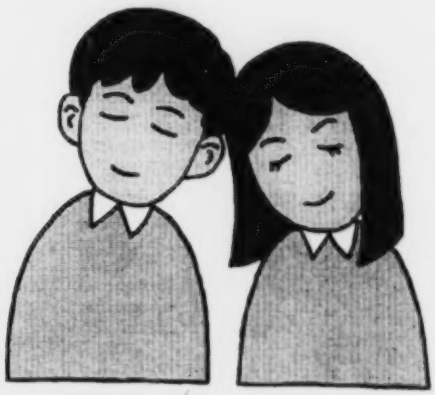
The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind.

William James

TA 23
TEKS 5F

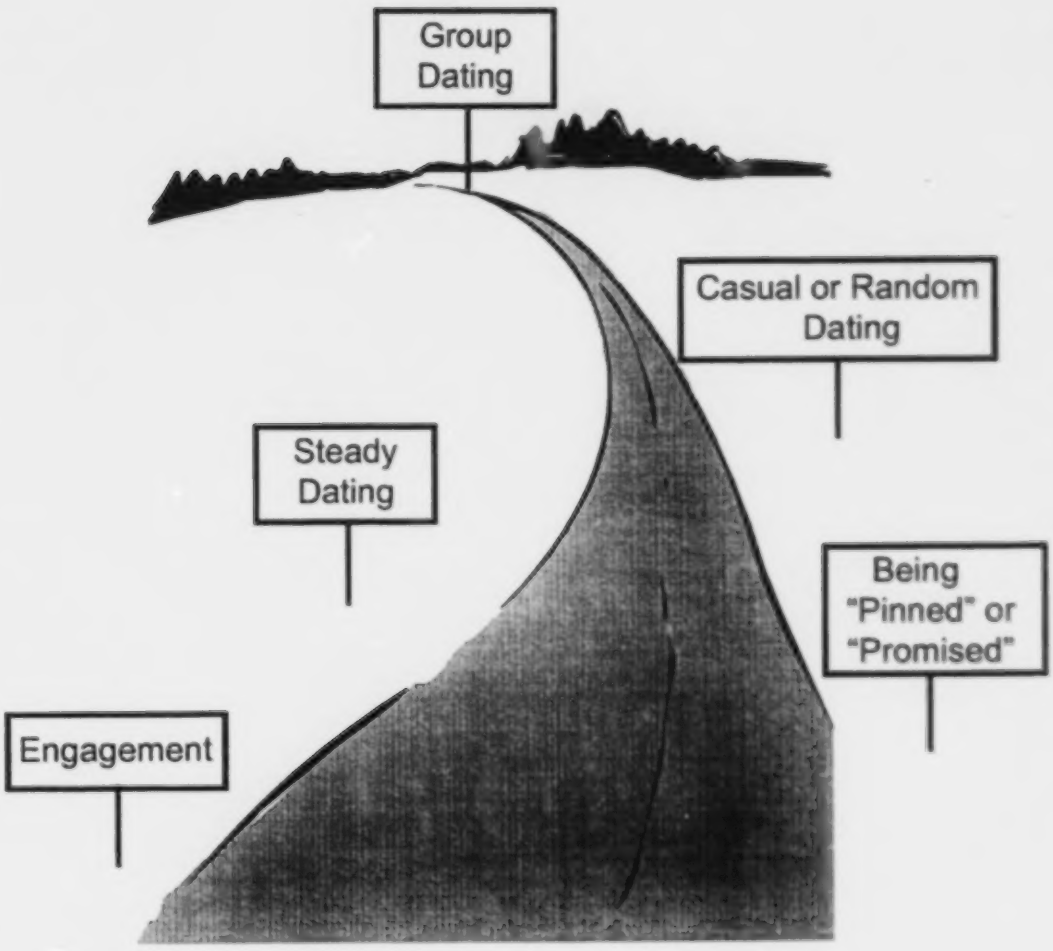
Reasons for Dating

- ❍ To learn about yourself
- ❍ To have fun
- ❍ To learn how to get along with others
- ❍ To improve communication skills
- ❍ To learn to be responsible
- ❍ To learn about differences in personalities
- ❍ To improve interpersonal skills
- ❍ To prepare for mate selection and marriage
- ❍
- ❍
- ❍
- ❍



TA 24a'
TEKS 5F

THE DATING ROUTE



TA 24b
TEKS 5F

THE DATING ROUTE

Directions: Write the definition of each stage of dating in the space provided below.

- Group dating —

- Casual or Random dating —

- Steady dating —

- Being "pinned" or "promised" —

- Engagement —

TA 25
TEKS 5F

Rate a Date

Directions: Rate the following statements according to their importance in dating. Using the following rating scale, write the number that corresponds with how you view the importance of each statement in the blank to the left of the statement.

4 = very important	3 = important	2 = somewhat important	1 = not important

An ideal date:

_____ 1. Is a good conversationalist, which means being a good listener as well as being able to tell about his or her own ideas.

_____ 2. Is straightforward in asking for a date or refusing it, but allows the other person to save face.

_____ 3. Is not a status seeker, demanding to only go to prestigious places.

_____ 4. Does not embarrass his or her date by his or her way of dressing, eating, speaking, or dancing.

_____ 5. Recognizes if his or her date is not comfortable with the norms of the place where they are and suggests they go elsewhere.

_____ 6. Does not force confidences about his or her date's family members or previous dating relationships.

_____ 7. Tries to be punctual.

_____ 8. Is conscientious about keeping a date and does not use excuses to get out of it when a better one comes along.

_____ 9. If the date proves to be a negative experience, boring, hostile, or degrading, he or she thinks through his or her own conduct to see what contributed to the unfortunate result rather than totally blaming the other person.

_____ 10. Makes up his or her own mind as to whether he or she liked the date, even though friends offer their own comments.

_____ 11. Does not suggest activities that are not affordable. In a restaurant, he or she is conscious of what their date is considering and chooses something in a similar price range.

_____ 12. Does not give false clues concerning sexual expectations.

_____ 13. Does not use a current date as a stepping stone to another in any way that would hurt the feelings of the one he or she is with.

_____ 14. Tries to avoid any wrangle in ending the date by establishing any time or distance limitations early.

_____ 15. Feels responsible for the other person's safety and does not try to drive when he or she is not in full control.

_____ 16. Respects the dating partner's confidences and does not share them with friends afterwards.

TA 26
TEKS 5F

DATING DISASTERS — SCENARIOS

Disaster #1
You can't get your date to talk.

Disaster #2
You realize that you have dressed inappropriately for the occasion.

Disaster #3
You go out for your big night on the town and find you have nothing in common with your date.

Disaster #4
You and your date make an odd couple, and you cannot get over the embarrassment.

Disaster #5
Your date fills your ears with talk about his or her "ex" the minute you get into the car.

Disaster #6
Your date leaves you all alone.

Disaster #7
Your date wants to get too serious, too fast — and you don't.

Disaster #8
While out on a double date, your date flirts with your best friend.

Disaster #9
The date's about to end for the evening, and your date has not mentioned seeing you again.

TA 27
TEKS 6A

Successful Marriage: Interview Sheet

Directions: Interview three (3) different persons/couples about their successful marriages. Record their answers in the chart below.

Interview Questions	Responses		
	Couple 1	Couple 2	Couple 3
1. How long have you been married?			
2. What is the most important relationship skill in a marriage? Why?			
3. What are some ways to handle conflict in a marriage relationship?			
4. How can marriage partners show affection for each other?			
5. What are important resources for a successful marriage?			
6. What kinds of activities do couples enjoy doing together?			
7. How can marriage partners maintain individual interests without creating tension in the marriage?			
8. What personal qualities would a person appreciate most in a partner? Why?			
9. How important is commitment in the success of a marriage?			
10. What is the "secret" of a successful marriage?			

TA 28
TEKS 6B

Types of Communication: Block Activity

Objective: To analyze one-way and two-way communication.

Equipment Needed: Two identical sets of blocks (or other items); a poster board or other material that can serve as a screen

Directions: Select two student volunteers to participate in the activity. Seat the students at opposite ends of a table (or have them turn desks slightly away from each other). (While placing students back-to-back will alleviate the need to have a screen, they will have more difficulty hearing instructions from the other student.) Give each student an identical set of blocks. Have a student hold the poster board or other screen so that the two volunteers cannot see each other or the other person's blocks.

1. One Way Communication: Assign sender and receiver roles. Instruct the sender to arrange his/her blocks in any design. Then have the sender describe the block placement to the receiver. The receiver must follow the sender's instructions and attempt to arrange his/her blocks exactly as the sender instructs. The receiver may not say anything or ask questions. When the sender completes the instructions, raise the screen and compare the two block designs.

Key Questions
To the sender:
- How did you feel while giving instructions?
- What was the most difficult part of the activity?
- How do you think the receiver felt during the instructions?

To the receiver:
- How did you feel while the sender gave you instructions?
- What was the hardest part of trying to follow the instructions?
- How do you think the sender felt during the instructions?

To the class:
- How could you tell what the sender and/or receiver were feeling during the activity?
- Why is one-way communication difficult?
- When does one-way communication occur?
- What will make one-way communication more effective?

2. Two-Way Communication: Select two different volunteers. Assign sender and receiver roles. Instruct the sender to arrange his/her block in any design. Then have the sender describe the block placement to the receiver. The receiver must follow the sender's instructions and arrange the blocks exactly as the sender instructs. In the two-way communication activity, the receiver may talk to the sender and ask questions. When the sender completes the instructions, raise the screen and compare the two block designs.

Key Questions
To the sender:
- How did you feel while giving instructions?
- What was the most difficult part of the activity?
- How do you think the receiver felt during the instructions?

To the receiver:
- How did you feel while the sender gave you instructions?
- What was the hardest part of trying to follow the instructions?
- How do you think the sender felt during the instructions?

To the class:
- How could you tell what the sender and/or receiver were feeling during the activity?
- Why does two-way communication allow the block designs to be more identical?
- When does two-way communication occur?
- What will make two-way communication more effective?

TA 29
TEKS 6B

Communication Practices

Constructive Communication

"I" statements

An "I" statement has three components; the other person's behavior, your feelings, and the result of the other person's behavior on you. "I get so mad (Feeling) when you leave your clothes on the floor (Behavior), because I have to do twice as much work to keep the house looking nice (Result)." "Because you were late (Behavior), we will miss the first quarter of the ball game (Result). Of course, I'm mad (Feeling)."

Clarifying

Each person attempts to clarify what the other is saying. "Are you saying that . . .?" "What I hear you saying is . . ."

Reflecting

Each person mirrors back the feelings he or she is hearing until the other person feels completely understood. "You seem to be feeling . . .about . . . ." "She really made you angry, didn't she?"

Prompting

Each person uses encouraging prompts to draw the other person out and to signal active listening. "Uh huh;" "I don't know, what do you think?" (In response to a question); "Really?"; "I see." Silence accompanied by eye contact or a nod of the head also can prompt.

Expression of Affection

Communication is enhanced when commitment and caring are visibly expressed through time (scheduling time to talk, being willing to make time to listen); sharing (special things done for others); and touching (patting, hugging).

Self-Defeating Patterns

Sarcasm

A person uses attempted humor to disguise a remark intended to cause pain or discomfort. "Earth to _____." "If it had been a snake, it would have bitten you." "Ask Her Highness."

Non-specific language

Statements that do not provide facts to support the statement and are based on assumptions and beliefs.

- Inferences — a person interprets a situation from a one-sided perspective or attempts to read another person's mind. "Why have you been so moody lately?" "You think you're better than me all of a sudden."
- Opinions — a person presents his or her opinions as facts. "That's so stupid." "Anyone who believes that should be deported."

Judging

Words create strong emotions depending on how they are used or who is using them. Calling someone a "penny-pincher" may produce negative feelings if the person is struggling to manage a household on a tight budget or generate positive feelings if the person takes pride in shopping for bargains. The person using the term may be praising or accusing.

Threats

Whether real or imagined, threats destroy trust in a relationship. "You better get here on time." "You clean up that mess, or else." "You'll see how rough life can be if you don't . . ."

TA 30
TEKS 6B

Barriers to Communication

Poor Listening Skills

Language and Culture

Prejudices

Mixed Messages

Environmental Factors

Poor Listening Skills

Personal Goals and Priorities

Attitudes

TA 31
TEKS 7A

Key Questions: Family Structures

1) What characteristics do various family structures have in common?

2) Do these characteristics hold true for all families? Why?

3) How has the family changed through the years?

4) What has brought about these changes?

TA 32
TEKS 7A

Types of Family Structures

Traditional or Nuclear family
A married couple and one or more children

Single-parent family
One parent, either the mother or the father, and one or more children who all reside together. Single parents may be divorced, widowed, unmarried, or abandoned.

Blended family
A married couple, their children and their children from previous marriages

Childless couple
A married couple without children

Multigenerational household
Nuclear, single-parent, blended, childless, or foster families, plus other relatives, such as grandparents, aunts, uncles, and cousins, who reside together

Foster family
Families who provide care for children when their parents are unable to care for them

Single Person
Single adult living alone

TA 33
TEKS 7B

Role Questionnaire

1. Most people find that they play more than one role in their lives. Select those roles that you play at the present time.

   - ❑ daughter/son
   - ❑ student
   - ❑ friend
   - ❑ employee
   - ❑ caregiver (for a dependent family member)
   - ❑ husband/wife
   - ❑ parent
   - ❑ other

2. Which of these roles do you think your parents would identify as your most important role?

3. If there are other persons who rely on you heavily, which role(s) do you think they would identify as your most important?

4. Which role do you consider to be your most important role?

5. Is it ever difficult for you to choose which role to give priority at a given time? If yes, please explain.

TA 34
TEKS 7C

Functions of the Family

☞ Love and Affection

☞ Protection

☞ Religious Education

☞ Procreation

☞ Education

☞ Economic Support

☞ Nurturance

☞ Recreation

TA 35
TEKS 7C

What Are Functions of the Family?

- ECONOMIC
  family wage earners provide income for purchasing food, clothing, shelter, furnishings, and services such as health care

- EDUCATION
  the teaching of knowledge and skills on topics related to living in our world

- LOVE AND AFFECTION
  one of the most important functions of the family as it promotes development and reinforcement of self-worth for family members

- NURTURANCE
  education and influences that provide the following:
  - guidance and training
  - knowledge and skills needed for life's experiences (e.g., personal health and hygiene, tying your shoes, buying a car, managing money, selecting nutritious foods)
  - teachings related to values, beliefs, and attitudes (e.g., learning right from wrong, honesty, trustworthiness)
  - socialization (e.g., skills needed to get along in society, such as wait for your turn, respect property of others, share toys, etc.)

- PROCREATION
  childbearing of future generations

- PROTECTION
  provide for the safety of family members

- RECREATION
  opportunities for family-oriented leisure activities that promote interactions and communication

- RELIGIOUS EDUCATION
  families convey beliefs about religion

TA 36
TEKS 7D

Societal, Demographic, and Economic Trends

Societal trends

- the changing workplace
- changing family patterns
- life-long education
- environmental changes
- increased violence

Demographic trends

- growth of aging population
- population decline

Economic trends

- low-income populations and poverty
- increased debt-load in families
- abuse of credit
- declining retirement benefits
- insecurity of the Social Security system

TA 37
TEKS 7D

Effects of Societal, Demographic, and Economic Trends on Families

Instructions: Write a trend in the left column. For each trend, check the effects on families.

Trends	Effects on Families						
	Food	Health	Housing	Education	Work	Income	Clothing
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

TA 38
TEKS 7E

Ways YOU Can Help Your Family Function More Effectively

✓ Be supportive.

✓ Be flexible.

✓ Compliment family members.

✓ Do your share of the work.

✓ Have a positive attitude.

✓ Participate in family discussions.

✓ Plan ahead.

✓ Remember that no one is perfect.

TA 39
TEKS 7E

Case Studies on Strengthening Family Functioning

Directions: Read the case studies. Identify the family functions that are illustrated in each case study and the family functions that appear to be lacking or weak. Suggest strategies for strengthening functions.

1. Michael was just rounding the last corner before home when he heard a soft voice call, "Michael." Looking around, he saw his little brother, Dayne, crouched down behind some bushes. "What are you doing down there?" Michael asked. "Can you see Henry and his friends?" whispered Dayne. "They are waiting to jump me before I get home." "I don't see anyone," Michael answered, "but you are just acting paranoid. Get up and go home or I'll hit you myself."

2. Maddy skipped beside her daddy as they left the pre-school building. Daddy had promised Maddy an afternoon at the park. As they neared the parking lot, Daddy said, "Maddy, stop." Maddy, however, was imagining how she was going to play "Princess and the Castle" when she got to the park slide, so she did not hear her daddy. Daddy grabbed Maddy's arm and jerked her back to the curb. Maddy began to cry as her Daddy pulled her to the car yelling at her, "I told you to stop. You always stop at the curb and look both ways. No park for you this afternoon young lady. Get in the car."

3. Suelynn and her twin, Truellen, were shopping at the mall for prom dresses. They had looked in all the stores but one. As they entered the final department store, they stopped at the cologne counter to sample the new scents. "I like this one," said Truellen. "I wish I could afford to buy it." "Just stick it in your pocket —I'll distract the clerk," replied Suelynn. Truellen considered taking the cologne, but she knew that her mother would really be disappointed if she learned that either of her daughters had stolen anything. "Let's go look for the dresses," said Truellen. "If we have money left, we can consider buying some new cologne." Suelynn smiled approvingly at her twin, "I can always depend on you to keep me on the straight and narrow."

4. Toni had just finished licking the last stamp and was placing it on the envelope when Jeremy walked in from work. "I'm just finishing paying bills. We have enough money left this month to put $200 in our baby fund if we really cut back on our grocery purchases. I think we can have brown rice and vegetables at least once a week and red beans even more often." "You know I hate vegetables and beans," exploded Jeremy. "You'll have to cut back in some other way and put less money in savings. I need meat for every meal because I work so hard. I'm going to grab a bite at the cafe before I go play pool with the guys," Jeremy said as he walked into the bathroom to take a shower.

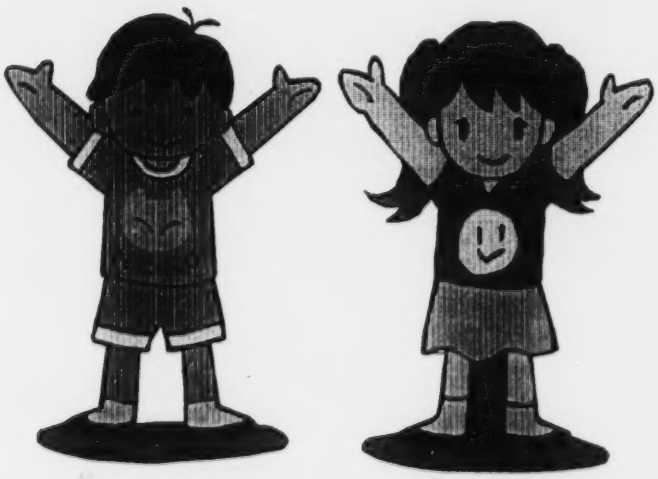
5. John was a senior at Anytown High School. A good student, he planned on going to college and majoring in marriage and family therapy. John and his family had been saving money to help John realize his dream. As John entered his house today, he dropped his books on the table and called to his mother, "I'm home." "Oh John," his mother said as she walked hurriedly into the kitchen, "Your brother's accountant told him today that he had to get his quarterly taxes paid today or risk losing his business." John's mother had a worried look on her face. "Dad took the savings and gave it to him. I'm not sure that he can repay us in time for you to have the money for the first summer session." John looked liked someone had punched him in the stomach. "That was my money," he cried. "I worked for that money."

TA 40
TEKS 7E

Children Learn What They Live

by Dorothy Law Nolte

If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with ridicule,
they learn to be shy.
If children live with shame,
they learn to feel guilty.
If children live with tolerance,
they learn to be patient.
If children live with encouragement,
they learn confidence.
If children live with praise,
they learn to appreciate.
If children live with fairness,
they learn justice.
If children live with security,
they learn to have faith.
If children live with approval,
they learn to like themselves.
If children live with acceptance and friends,
they learn to find love in the world.



TA 41
TEKS 7F

Family Resource Management

Directions: 1. Use 3 x 5 index cards.
2. Make one card for each of the eight family descriptions. (A)
3. Make family income cards as directed. (b)
4. Make one card for each of the family situations. (c)

A. Family Descriptions
- traditional family (husband, wife, two children)
- single parent family with two children
- single parent family with one child
- extended family with one grandparent
- extended family with one divorced adult and two children
- single person with a roommate
- blended family with three children
- retired couple

B. Income Cards
- annual income — $25,000 (Make 4 cards.)
- annual income — $35,000 (Make 4 cards.)
- annual income — $45,000 (Make 3 cards.)
- annual income — $55,000 (Make 1 card.)
- annual income — $65,000 (Make 1 card.)

C. Family Situation Cards
- a family member has a chronic illness
- a family member has a disability
- a family member is required to attend an expensive work-related function
- a family member needs to obtain additional education
- a family member needs to be rewarded for good behavior
- the main wage-earner loses a job
- a wage-earner gets a promotion
- a wage-earner is required to move
- a family member wants tickets to a concert
- the car needs major repairs
- a baby is expected
- money and items are missing from the home
- electricity has been disconnected
- the computer crashes
- taxes are due
- a wage-earner has to get a second job
- a close family member in another city dies
- there is no food in the house
- a wager-earner gets a bonus

TA 42
TEKS 7F

Learning to Manage Resources

Time Management

- Determine key components to effective time management.
- Use resources to gather important information on time management strategies.
- Use Teaching Aids 43-46 to assist you in your presentation.
- Teach time management to your classmates.

Income

- Define these terms for your classmates: net income; gross income, FICA, withholdings, IRS.
- Use resources to gather important information on wages and interpreting a paycheck.
- Include information on employment benefits, such as paid leave, insurance, retirement, etc.
- Use Teaching Aids 47-49 to assist in your presentation.
- Teach these concepts to your classmates.

Checking and Savings Accounts

- Use resources to gather information on checking and savings accounts.
- Include instructions for opening accounts, writing checks, and making deposits.
- Use Teaching Aids 50-55 to assist you in your presentation.
- Teach concepts regarding checking and savings accounts to your classmates.

Budgeting

- Use resources to gather information on budgeting.
- Include instructions for setting up a budget, record keeping, and managing your money.
- Use Teaching Aids 56-58 to assist you in your presentation.
- Teach concepts about budgeting to your classmates.

Credit

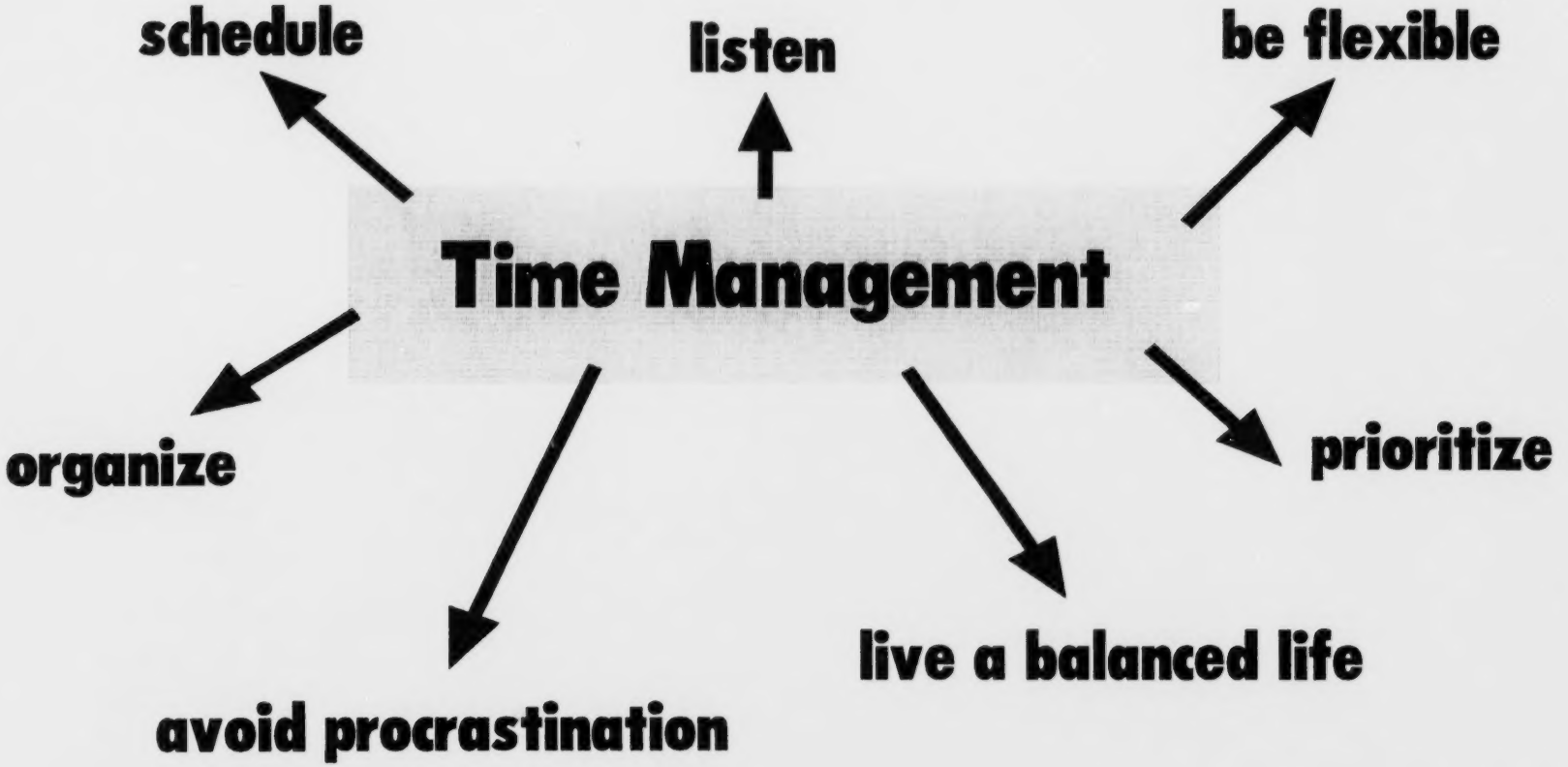
- Use resources to gather information on credit.
- Define credit, credit union, commercial banks, mortgage loan companies, and credit bureaus.
- Include instructions for establishing credit, use and misuse of credit.
- Prepare any teaching aids needed to assist you in your presentation.
- Teach concepts about credit to your classmates.

Insurance

- Use resources to gather information on insurance.
- Define life, health, auto, income, and property insurance.
- Include information on purchasing insurance and insurance benefits.
- Use Teaching Aids 59-60 to assist you in your presentation.
- Teach concepts about insurance to your classmates.

TA 43
TEKS 7F

Components of Time Management



TA 44
TEKS 7F

Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
228						229

TA 45
TEKS 7F

Home	School	Work

TA 46
TEKS 7F

Time Management

Column I	Column II	Column III	Column IV	Column V
Order of Import-ance	Goals	Estimate of time needed to accomplish goal	Percentage of time needed	Rank by percentage of time needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Instructions:

1. In Column II, list your goals in order of importance for one week. For example, your primary goal should be ordered number one.

2. Estimate the amount of time needed to accomplish each goal. For example, if your goal is to write your English essay, the time needed might be four to six hours. Write that amount in Column III.

3. How many hours are available each day to accomplish personal goals? _____

4. Calculate the percentage of available time that will be needed to accomplish each goal. For instance, if the total hours listed available in #3 was 6 hours, writing an English essay would take 75-100 percent of available time for that day. Write the percentage in Column IV.

5. Rank goals by percentages in Column V. For example, the goal which requires the greatest percentage of time would be ranked number 1.

6. Compare Column I to Column V to see how your order of importance compares to the ranking in terms of time required to accomplish each goal.

7. Rethink and reorganize your goals if necessary. Remember, the key to time management is **MANAGEMENT!**

TA 47
TEKS 7F

Payroll Check

Sam's Grocery Store
2525 North Parkway
Anytown, TX 77777

8765

March 12 20 ____

Pay to the order of Kelly Johnson $104.13

One hundred four and 13/100----------

City National Bank
Anytown, TX 77787

For work

Samuel L. Rogers

:' 9988080988: 998-76-4321: 8765

Gross Pay	F.I.T.	F.I.C.A.	Group Health Insurance	Net Pay
129.36	10.34	9.89	5.00	104.13

F.I.T. Federal Income Tax Witholding. The percentage of deduction is based on a variety of factors. Kelly's rate is 8 percent.

Employee's share to be able to participate in program. Amount is determined by employer.

Gross Pay. The amount owed an employee for a given period of time. No deductions have been made.

F.I.C.A. Federal Insurance Contributions Act is also known as social security. The percentage is usually 7.65 percent.

Net Pay. The amount the employee receives after all deductions.

TA 48
TEKS 7F

COMPANY BENEFITS

- Paid Vacation (Annual Leave)
- Paid Holidays
- Sick Leave
- Profit-Sharing Programs
- Retirement Programs
- Child Care Options
- Insurance
- Cafeteria Plans

TA 49
TEKS 7F

Determining Salary and Benefits

Directions: Complete the following chart to determine the total pay package and percentage of benefits for Kelly's job.

> Kelly works at a local sandwich shop earning $7.00 per hour and working 20 hours per week. The company does not offer benefits such as vacation or sick leave, however, Kelly does get paid four hours for each of two company holidays every year—Thanksgiving and Christmas Day.

Annual Salary	Weekly Pay X 52 Weeks or Monthly Pay X 12 Months	**A** _____
Legally Required Payments	Annual Salary (**A**) X 8.7% = **B** (8.7% represents the national average for legally required payments that employers must pay for social security, unemployment compensation, and worker's compensation)	**B** _____
Annual Dollar Value of Company Benefits	Benefit _____ Hourly or Daily Pay X Number of Hours or Days = Annual Amount _____ _____ _____ _____ _____ _____ _____ _____ _____ (To determine daily pay, divide annual salary by 52 weeks, then divide weekly salary by 5 days.)	**C** _____ _____ _____ _____ _____ _____
Total Pay Package	**(A + B + C = D)**	**D** _____
Percentage of Benefits	Total Annual Dollar Value of Company Benefits (**B+C**) ÷ Annual Salary (**A**) = **E**	**E** (**B+C**) _____ (**A**) _____ _____ (National Average is 37.6%)

TA 50
TEKS 7F

Opening a Checking Account

- $ Select a financial institution based on the institution's location, reputation, fees, and service.
- $ Visit the chosen institution.
- $ Ask to speak to the person in charge of new accounts. Tell him or her that you would like to open a personal checking account.
- $ Fill out the necessary forms and a signature card.
- $ Make the initial deposit - usually a $100 to $200 minimum.

TA 51
TEKS 7F

MAKING A DEPOSIT

1 Write in the date.

2 Write in the correct name, address, and account number if this information is not already printed on the deposit ticket.

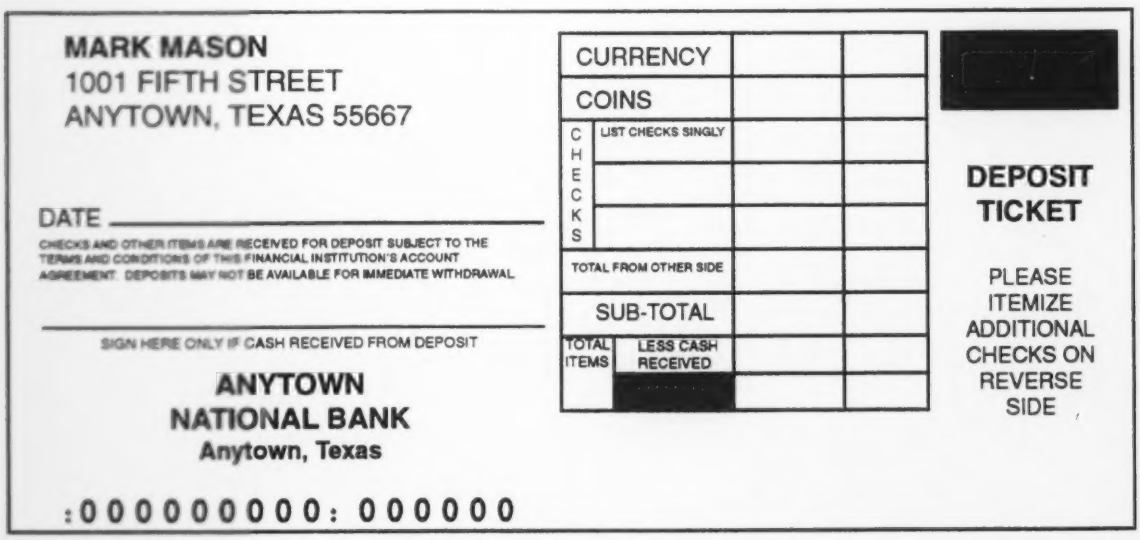
3 Enter the amount of money to be deposited. The amount of cash should be written beside the word *currency* and the amount of coins beside the word *coins*. Write the amount of the checks being deposited beside the word *checks*. List each check separately including the name of the person or institution who issued the check.

4 If any cash is needed, enter the amount of the cash beside the words *less cash received*.

5 If receiving cash, sign the deposit ticket on the designated line.

6 Subtract the amount of cash received from the amount of the deposit.

7 Enter the final amount of the deposit next to the words *net deposit*.



TA 52
TEKS 7F

Using a Checking Account

1. When you get home, you glance at your calendar and are reminded that your monthly car payment is due in five days. To avoid being late, you realize that you should mail it tomorrow. So, you write out a check to Auto Finance Company for $109.72.

No. 604

5487 Pretendland
Anywhere, Texas 74634

Pay to the
Order of _____ $_____

_____ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For _____

<:000000000<<<\00000000 000:. 100

2. Your mother brings you mail from your grandparents, Mr. and Mrs. Wonderful. Inside is a belated birthday card and a check for $20. You are so happy, you decide to go to the bank and deposit the check before the motorbank closes. Write out the deposit slip.

5487 Pretendland
Anywhere, Texas 74635

DATE _____

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S ACCOUNT AGREEMENT. DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL.

_____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

THE BANK OF TEXAS
Anywher e, Texas

:000000000: 000000

CURRENCY			
COIN			
CHECKS — LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
SUB-TOTAL			
TOTAL ITEMS — LESS CASH RECEIVED			
TOTAL DEPOSIT			

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

3. Complete the check register.

Check No.	Date	Check Issued To	Amount of Check		✓	Date Dep.	Amount of Deposit		Balance
									129.36

TA 53
TEKS 7F

Checkbook Challenge

Directions: Use the information below to correctly complete the checkbook register shown. Answer the questions below the checkbook register.

Kimberly Jones has a balance of $170.21. She has made the following transactions:

- Check #108 was written August 7 to Bank of Anytown for $133.87 for her monthly car payment.
- Check #109 was written August 8 to Sam's Grocers for $24.75.
- A weekly paycheck was deposited on August 13 for $123.88.
- A withdrawal from an ATM was made on August 14 for $20.
- Kimberly made a bookkeeping error a few weeks ago, and a check was returned to her because of insufficient funds. There is a $15 service charge at the store and a $17.50 service charge at the bank.
- She failed to record check #110 and cannot remember to whom she wrote the check or for how much.

Check No.	Date	Check Issued To	Amount of Check		√	Date Dep.	Amount of Deposit		Balance 170.21

How would you say she is managing her checkbook and her finances?

_____

_____

Does Kimberly seem the type to habitually write bad checks?

_____

_____

How does missing check #110 affect the rest of the checkbook register?

_____

_____

TA 54
TEKS 7F

MONTHLY SAVINGS PLAN

Directions: Using data about Annie Quinlin, create a plan that would help her to maintain a monthly savings plan.

Personal Financial Information About Annie Quinlin:

1. *Income*	
1. chores	$ 10.00 per week
2. babysitting	$ 34.00 per month
3. part-time job	$ 24.00 per week
4. allowance	$ 10.00 per week
	Total amount of monthly income $_____
2. *Expenses*	
1. personal items	$ 42.00 per month
2. snacks/meals	$ 15.00 per week
3. clothes	$ 38.00 per month
4. school supplies	$ 5.00 per week
	Total amount of monthly expenses $_____

3.

Formula for Savings Plan:
total income
— total expenses
amount left over to save

4. Consider that Annie wants to start saving for a computer. She has already determined that to have the computer she wants for the beginning of the next school year, she will have to save $120.00 per month until then. What advice might be offered that would help her achieve her goal? Provide one option for Annie and recalculate figures using the formula above.

TA 55a
TEKS 7F

Computing Simple and Compound Interest

✍ **Directions:** Learn to compute interest rates by figuring the following problems.

1. Compute the simple interest that would be paid on $1,000 if the interest rate is 5% for a one-year period. Adding this interest to the original $1,000 and assuming that the interest remains at 5%, compute the total amount of money that would be in the account at the end of a second-year period.

2. Compute the compound interest that would be paid and reinvested over a one-year period on $1,000 at 1/4 of 5% being paid every three months. Adding this interest to the original $1,000 and assuming that the interest rate remains the same, compute the total amount of money that would be in the account at the end of a second-year period.

TA 55b
TEKS 7F

Computing Simple and Compound Interest
Answer Key

1. Simple Interest:

$1,000
x .05
$50.00 **interest first year**

$1,000.00
x 50.00
$1050.00 **balance plus interest after first year**

$1,050
x .05
$52.50 **interest second year**

$1,050.00
x 52.50
$1102.50 **balance at the end of second year**

2. Compound Interest:

	Invested Amount 1/4 or 5%	*Compound Interest*	*Accumulated Period-Eval Balance*
Period 1	1,000.00 x 1.25% =	12.50	$1,012.50
Period 2	1,012.50 x 1.25% =	12.66	$1,012.16
Period 3	1,025.16 x 1.25% =	12.81	$1,037.97
Period 4	1,037.97 x 1.25% =	12.97	$1,050.94 = balance at end of one year
Period 5	1,050.94 x 1.25% =	13.14	$1,064.08
Period 6	1,064.08 x 1.25% =	13.30	$1,077.38
Period 7	1,077.38 x 1.25% =	13.47	$1,090.85
Period 8	1,090.85 x 1.25% =	13.64	$1,104.49 = balance at end of second year

TA 56
TEKS 7F

Sample Budget for Adults or Families

Percent of Income	Expenses
15 - 20%	Debt Payments (includes car, loan, and credit card payments)
25%	Housing (includes mortgage or rent, taxes, insurance, and utilities)
15 - 20%	Food (includes eating out)
10%	Clothing
5 - 10%	Transportation (includes gas, insurance, and repair)
10%	Savings
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)

TA 57
TEKS 7F

Record Keeping Systems

- Ledger Sheets
  - Checking Accounts
- Envelope System
  - Combination System
- Calendar Method
  - Savings Account
- Personal Accounting Computer Software Packages

TA 58
TEKS 7F

Case Study

Directions: Read the following case study and establish a budget for Bill and Maria.

Case Study

Bill and Maria have been married for five years. Bill works for Valley Electric and makes $29,000 per year. His take-home pay is $23,000 per year. His company benefits include a company car, life insurance, and dental and medical insurance. Maria works for City National Bank and makes $18,500 per year. Her take-home pay is $14,500 per year. Maria's mother (a widow) is having open heart surgery. Maria is planning to take a six week leave of absence to care for her mother (without pay). She plans to return to work at the end of the six weeks and hire a housekeeper to help her mother twice a week. The housekeeper will cost $70.00 per week and Maria is planning to pay for the housekeeper since she must return to work. Maria also receives a quarterly royalty check from oil interests from her father's estate. The lowest it has been is $100. The highest it has been is $400. With these changes to their income and expenses, Maria and Bill need to develop a plan. They would like to set up a budget, but do not really know where to start. Bill and Maria have the following set of monthly expenses:

√ house payment	$650.00
√ utilities	$150.00
√ groceries	$200.00
√ car payment	$275.00
√ furniture payment	$100.00
√ credit cards	$100.00

Using the information provided above and the information provided in the chart below, plan a monthly budget for Bill and Maria. Be sure to include baby-related expenses.

		Actual	Budget
Percent of Income	**Total Net Income**		
15 - 20%	Debt Payments (includes car, loan, and credit card payments)		
25%	Housing (includes mortgage or rent, taxes, insurance, and utilities)		
15 - 20%	Food (includes eating out)		
10%	Clothing		
5 - 10%	Transportation (includes gas, insurance, and repair)		
10%	Savings		
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)		
	Balance		

TA 59
TEKS 7F

Types of Insurance

Health

Income

Life

Property

Automobile

BEST COPY AVAILABLE

TA 60
TEKS 7F

Homeowner's Insurance Policies

BASIC (HO - 1)	fire, theft, windstorm, vandalism, explosion, smoke, riot damage, and others
BROAD (HO - 2)	adds pipe damage, electrical damage, falling objects, and building collapse (only result of structural weakness not earthquake)
SPECIAL (HO - 3)	extensive protection, most popular, covers the house, all structures, and personal property
TENANTS (HO - 4)	for renters, covers contents
COMPREHENSIVE (HO - 5)	"all risks" policy, covers all possible perils excluding flood, earthquake, war, nuclear attack, and possibly others

TA 61
TEKS 7G

Effects of Technology on the Family

Family Functions	Technological Advances Influencing Family Functions	Effects of Technology on each Family Function

TA 62a
TEKS 7H

Outline for a Persuasive Letter

Writing Prompt (Topic statement or question):

Letter

Greeting _____ :

I. State your position on the issue: (use should, must, or ought in this first sentence)

_____

_____

_____

Give some background about your topic: (minimum of two sentences)

_____

_____

_____

II. Topic sentence (What general idea are you trying to propose?):

_____

_____

A. (Reason #1)

_____

_____

(elaborate with examples, statistics, or personal experiences)

1. _____

2. _____

B. (Reason #2)

_____

_____

1. _____

2. _____

C. (Reason #3)

_____

_____

1. _____

2. _____

III. Conclusion: (Restate your position on this issue. Urge support for your position, and state a solution if possible.)

_____

_____

_____

_____

TA 63
TEKS 8A

Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

TA 64
TEKS 8A

Characteristics of the Family Life-cycle Stages

Directions: List characteristics and descriptions at each stage of the family life cycle in the boxes below.

Stage	Characteristics
Beginning Stage	
Childbearing Stage	
Parenting Stage	
Launching Stage	
Mid-years Stage	
Aging Stage	

TA 65
TEKS 88

Family Life Cycle Roles and Responsibilities

Directions: Interview a family in each stage of the family life cycle in order to complete the chart.

Stage	Length of Stage	Member Roles	Responsibilities	Role Models	Conflicts
Beginning					
Childbearing					
Parenting					
Launching					
Mid-years					
Aging					

TA 66
TEKS 8D

Name _____
Class Period _____

Interview Questionnaire on Technological Advances

Directions: As a class, develop additional questions to be asked in the interview. Record the interview responses directly on this sheet.

1. What are the most significant technological advances you have seen over your lifetime?

2. Which technological advancements have had the greatest impact on your life or the lives of family members?

3. In general, what technological advances have had the greatest impact on families in our society?

4. As a young adult, what technological advances did you predict for your future?

5. As an older adult, what technological advances do you predict for the 21st century that will impact families and family life?

6.

7.

8.

9.

10.

TA 67
TEKS 8D

Decade _____

Technological Advances Impacting Families

Directions: Answer the following questions for your group's assigned decade.

1. How did each of the technological advances in this decade impact families?

2. Which technological advance in this decade was the most significant in the lives of individuals and families?

3. How did the benefits of these technological advances differ for individuals at different stages of the family life cycle?

4. Which technological advances of today are possible as a result of the advances of this decade?

5. Are all technological advances beneficial to society? Why?

Types of Crises

Directions: Brainstorm and list types of crises faced by individuals and families for each of the categories below.

Marital Relationship	Financial	Job/ Career	Physical Health	Mental Health	Family Violence	Death of Family Member	Relocation of Family	Criminal Attack

TA 68
TEKS 9A

TA 69
TEKS 9A

Possible Signs of Child Abuse and Neglect

Physical Signs

- open cuts or sores
- mode of punishment is unusual (belt, buckle, electrical cord, iron, hot water burns)
- scars, broken bones
- injuries over two or more parts of the body (not just on buttocks)
- bruises over two days old are red, hard, or lumpy in the middle
- parents' explanation not congruent with the child's physical injuries
- injuries seem to be inadequately treated
- child does not want to dress for gym class
- child moves slowly; has trouble sitting in seat
- injuries that do not look accidental — face injuries, scars on hands, loop-like scars
- child smells bad; other children do not like to sit near him or her

Emotional Signs

- may be withdrawn
- may be aggressive
- repeated absences, particularly after grade cards are sent home
- wears clothing that hides the body or is inappropriate for weather
- does not want to talk about an injury
- arrives at school too early and remains after classes rather than going home or is habitually truant or late to school
- always tired and often sleeps in class
- may exhibit sudden change in behavior
- displays regressive behavior such as wetting pants, sucking thumbs, whining frequently, being disruptive, or becoming unusually shy and passive
- sometimes wary of physical contact, especially when it is initiated by an adult

Abused or Neglected Children May Think . . .

- the parent left or might leave because they are bad children.
- the parent hates them because they are bad.
- the abuse experienced was just punishment.
- they are unworthy of love.
- if their parent cannot love them, nobody can.
- adults are not to be trusted; inconsistent and future relationships are not to be trusted.

TA 70
TEKS 9A

Possible Signs of Abusive Behaviors

Toward Children

- has unrealistic expectations of child's abilities
- lives in a crisis situation (unhappy marriage, loss of job, misuse of drugs or alcohol, financial problems, long-term illness, etc.)
- needs to feel power and control
- is immature and insecure
- believes in physical discipline as a necessity
- anger easily
- has a poor self-image

Toward Spouse

- controls where the person goes, who the person sees
- isolates person from friends and family
- uses emotional abuse: put downs, name calling
- blames the person for "deserving" the abuse
- threatens to hurt person or leave person
- treats other person like a servant
- smashes things, destroys property, displays weapons

*Although these characteristics may be common among those who exhibit abusive behaviors, that is not always the case. For example, many people are easily angered, but that does not mean they are likely to abuse children.

TA 71
TEKS 9B

STRATEGIES FOR COPING WITH CRISES

- Recognize that a crisis exists.
- Seek support, assistance, and encouragement from family members, friends, and the church.
- Investigate alternatives for resolving or managing the crisis.
- Maintain physical health; practice good nutrition, exercise, and get plenty of rest.
- Accept the possibility of changes in roles and responsibilities.
- Seek professional assistance if needed.
- Have an emergency fund to help manage unexpected expenses.

TA 72
TEKS 9B

Families In Crisis Scenarios

Alcoholism

Joanna and Thomas have been married for ten years and have two small children, ages four and seven. Joanna's father died six months ago at age fifty-six and her mother has not coped well with being a widow. Her mother is employed but has missed a lot of work in the past three months. Joanna has noticed signs of heavy drinking at her mother's home, and she often has slurred speech when Joanna calls her on the phone.

Marital Stress

Farah and Russ have been married for twelve years. Russ quit college to work full time and put Farah through medical school. They have one son, age two. Because of Farah's pediatric practice, Russ is the primary caregiver and manager of the home. Through the stress of medical school and setting up a pediatric practice, Farrah and Russ' relationship has deteriorated. Farah is considering filing for divorce.

Family Move

Ben and Judy have two teenage daughters, ages thirteen and seventeen. Ben is a regional manager for a large insurance company and Judy is a fifth grade teacher. They have resided in the same house since before their daughters were born. Ben has recently been promoted to a management position in the home office, 2000 miles away.

Child with Disability

Diana and Ricardo are both nineteen. They got married right after high school graduation and their son Stephen was born a year later. Stephen was born with both sight and hearing impairments. Diana and Ricardo both work full time. Without both of their incomes, they cannot meet their monthly expenses.

Remarriage

Alan and Marissa have recently married. This is a second marriage for both of them. Alan has custody of his three-year-old son from his first marriage. Marissa has custody of her two daughters, ages four and six.

Loss of Job

Yolanda and Anthony have been married for twenty years. They have three children: Rebecca, who is eighteen, Carl, who is fifteen, and Phillip, who is twelve. Rebecca is an honor student and plans on attending college after graduation. Yolanda works part-time at their church, and Anthony is a salesman for a computer systems company. Recently, the management of Anthony's company implemented a staff downsizing program. Anthony has learned that his job will be eliminated in the next phase of layoffs.

TA 73
TEKS 10A

TERMS ABOUT STRESS

Stress	the body's response to the changes, problems, and challenges in life
Eustress	stress that motivates a person to positive action; helpful stress
Distress	experience related to stress that causes negative physical, emotional, mental, and behavioral responses; harmful stress
Stressor	the specific event or issue that causes stress
Internal Stressor	the physical or psychological demands and pressures others put on us
External Stressor	the physical or psychosocial demands and pressures others put on us
Stress Reaction	an individual physical, emotional, mental, or behavioral response to a given stressor
Strain	prolonged impact of a stressor on an individual or a relationship
Stress Reduction	eliminating the source of stress; taking action prior to the stressful event
Stress Management	using one or more strategies to cope with stress

TA 74
TEKS 10A

Signs of Stress

Increased Heart Rate

Fatigue

Inability to Think Clearly

Becoming Forgetful

Inability to Sleep or Insomnia

Overspending or Going on Shopping Sprees

Fear of Failure

Inability to Focus on One Thing at a Time

Overeating

TA 75
TEKS 10B

WHAT CAUSES STRESS?

The demand or event that causes stress is called the stressor. Stressors trigger the stress response. They are the conditions, demands, changes, events, and threats that can cause stress.

Major Causes of Stress

- conflicts among job, family, school, and personal roles
- change in family structure due to death, divorce, separation, birth, remarriage
- crises such as death of family member or friend, major illness or injury, or loss of job
- many changes occurring at once
- demands made by others
- high expectations
- peer pressure
- major projects at school or work

Examples of Stressors

- starting a new job
- beginning or ending of school term
- an accident
- divorce
- deadline at school or work
- death of friend or family member
- receiving a low grade on an assignment
- moving to a new home
- financial difficulties
- legal difficulties
- loss of job
- pregnancy
- personal injury or illness
- conflict with family or friends
- leaving home/going off to college

TA 76
TEKS 10B

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**
2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.
3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.
4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.
5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.
6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.
9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

TA 77
TEKS 10C

TECHNIQUES FOR MANAGING STRESS

▲ The goal in stress management is to reduce or eliminate stress. Stress management techniques help individuals learn to deal with difficult situations. Some techniques for stress management include:

- Learn to manage time wisely in order to be productive.
- Find the most efficient way of doing things.
- Avoid overload or doing too much at one time.
- Delegate work to others when possible.
- Prioritize tasks and deal with them one at a time.
- Reward oneself for completing or reaching a goal.
- Take breaks and do something different for five minutes. Getting away from a problem for a short while allows a person to return feeling more refreshed.
- Learn to relax by breathing deeply. Allow ten seconds to inhale and ten seconds to exhale.
- Exercise for thirty minutes a day, three times a week. Exercise helps the mind and body feel more relaxed and enables a person to deal with a situation in a calmer and more sensible manner.
- Express feelings of concern to a friend, family member, co-worker, or counselor. Talking to others may help a person perceive a problem differently or find a solution.
- Think positively and realistically to avoid worrying about things that cannot be changed.
- Make time for fun. All work and no fun creates additional stress.
- Avoid self-medication or prescribing medication for oneself without either a prescription or the advice of a physician for using that particular drug. Self-medication may temporarily relieve the symptoms of stress but will not remove the stress; in fact, it will succeed only in making problems worse than they are already.
- Recognize personal limits to avoid overextending oneself.
- Sleep seven to eight hours per day. Being rested enables one to handle stressful situations more calmly.
- Maintain a nutritious diet. Healthy people are able to cope with stress better than those who are not.

TA 78
TEKS 10C

Stress Management Role Plays

1. Markesha, a freshman at the local college, has gotten behind in her class assignments. She has started skipping classes, sleeping all day, and watching television all night. When Markesha's roommate tries to talk to her about the problem, she either blows up, yells at her, will not speak to her again for the rest of the day, or refuses to speak to her at all. Her roommate is concerned because Markesha has not eaten in two days.

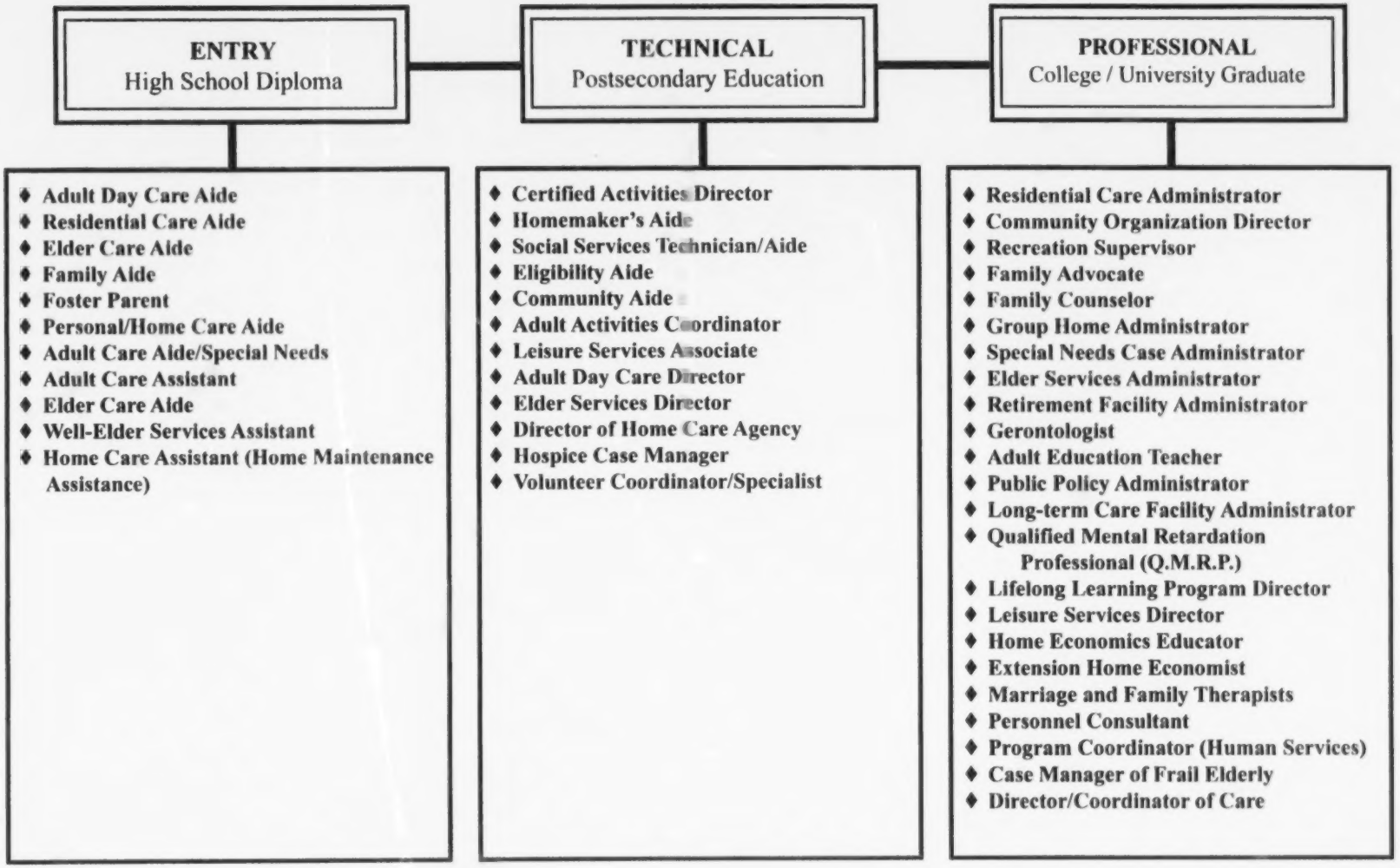
2. Dorthy's parents are getting a divorce. As the only child still living at home, Dorthy has had to deal with her mother's grief and anger over the divorce. Dorthy has chosen to become very active at school to compensate for her own unhappiness. She gets to school very early to work on the yearbook committee and stays after school to work out with the basketball team. Following basketball practice, Dorthy goes to the home of a friend to do homework or to work on one or more club projects. She seldom gets home before 10:00 p.m. each night. On weekends, she either sleeps in until after noon or plans a variety of school or social activities to avoid staying home. Dorthy has not wanted to discuss the divorce with her close friends, but often finds herself on the brink of tears and has spontaneously burst into tears on a few occasions.

3. Paul's father is seriously ill in a local hospital. Paul's mother has to work extended hours in order to support the family that includes Paul and two younger sisters. He takes his sisters to school each day and picks them up after school. He prepares dinner for himself and his sisters, helps his sisters with their homework, and tries to complete his algebra homework each night. His mother has asked Paul to visit his father at the hospital each afternoon, and he has been able to on most days, leaving his sisters at a neighbor's home while he is gone. One night after dinner, Caitlin, the younger of the two girls, told Paul that she had to have two dozen cupcakes for school the next day. Paul could not find a box of cake mix in the pantry, and he had no money to go to the store. When he told Caitlin that she would not be able to take cupcakes to school, she burst into tears and started kicking Paul's leg. Paul blew up, ran out of the house, and sat out in the car listening to music. When Paul's mother came home from work, she found him sitting in the car.

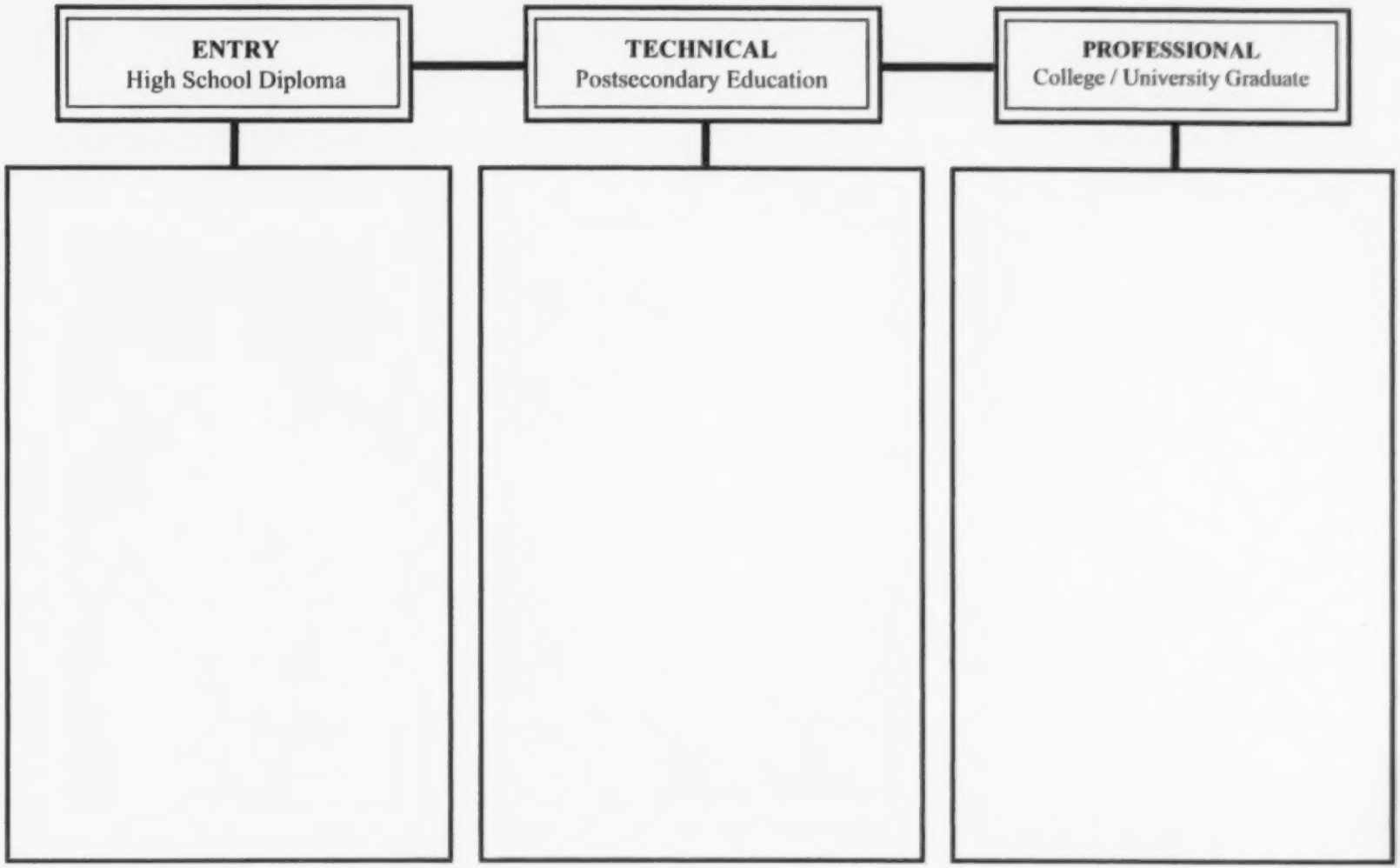
4. Jimmy is beginning his senior year at Anytown High School. Over the summer, he worked the late shift (7:00 p.m. - 3:00 a.m.) at a local manufacturing plant. He will continue to work the same schedule three nights a week during football season and on weekends. If Jimmy plays well this season, he will have a chance for a college scholarship; however, he also has to keep his grades up. Half of his paycheck each week is allotted for his car payment and car insurance. Half of the remainder goes to pay child support for his 14-month-old daughter, RaeAnn. Jimmy tries to see his daughter at least once each weekend; he enjoys the time he spends with her at his parent's home. Progressively, over the past several months, the child's mother and her parents have thwarted his weekly visits with RaeAnn by taking her out-of-town on the weekends. This month, the child's mother announced her plans to move with the child to a town more than 300 miles away.

TA 79a
TEKS 11A

Family Studies and Human Services:
Examples of Career Opportunities



Family Studies and Human Services:
Examples of Career Opportunities



TA 79b
TEKS 11A

TA 80
TEKS 11B

A Perfect Match

Introduction:
One of the keys to successful career choice is recognizing your interests and abilities and making the most of them. Your interests and abilities are assets which contribute to your employability and job success. When exploring your interests and abilities, ask yourself two questions: What do I really want to do? What can I do well? If you can find a job that matches both your interest and abilities, you will probably enjoy the job and perform well. An interest is what you like to do or would like to start doing. An ability is either a skill you have naturally (aptitude), or a skill that you have taken the time and effort to develop.

Directions: Answer the following questions about your interests and abilities. This exercise will not be graded, as there are no right or wrong answers.

1. How do you spend your spare time?

2. What classes have you chosen as electives?

3. What are your hobbies or special interests?

4. Is there a pattern to the type of television shows you watch, books you read, magazine or newspaper articles that catch your eye, etc.?

5. What work do you do best?

6. What special knowledge or information do you have?

7. What equipment can you use?

TA 81
TEKS 118

Personal Priorities Impact Career Choices

Introduction:
Your personal priorities help direct your behavior. They guide how you spend your time, energy, and money. They also help determine the type of career in which you are likely to excel and find enjoyment. It takes time and effort to recognize and develop your personal priorities. A clear set of priorities provides direction and purpose. A clear set of priorities can help you set goals for employment and cause you to act purposefully in attaining them.

Directions: Fill in the information requested to help you consider your personal priorities. This exercise will not be graded, as there are no right or wrong answers.

1. Think about what is most important to you, and write down 5-7 personal priorities. List them in approximate order of importance, with the most important priorities at the top of the list. If you have never thought about your priorities, begin by considering things your family considers important and things on which you spend the most time, energy, and money.

2. List some types of careers that might conflict with your personal priorities and explain why.

3. List some types of careers that would be a good fit with your personal priorities and explain why.

TA 82
TEKS 11C

GOALS

Goals – the aims you are trying to reach or the things you want to achieve

Long-term goals – goals that may takes months, a year, or many years to reach

Short-term goals – goals that may be met in a few hours, day, weeks, or months

Analyzing Communication

Directions: As you watch each role play, look for indicators of positive and negative communication — both verbal and nonverbal. Note whether the communicated message itself was positive or negative, or whether the message had a positive or negative effect on the receiver of the message. Record those indicators in the appropriate spaces below.

	+	—
Verbal Communication		
Nonverbal Communication		

TA 83
TEKS 12A

TA 84
TEKS 12B

What I mean to communicate
is not necessarily what
you understand.

Different Strokes for Different Folks

A lot of things influence our patterns of communication, or "how" we communicate with others. Such things as where we grow up (in New York, Texas, or Peru), education, and informal terms common to our family, generation, or cultural background all affect how we communicate. If we were able to spend a year traveling around the world, including across the United States, we would learn that patterns of communication vary widely among people all over the world, as well as right here at home. Therefore, it is important to learn how communication styles, or patterns of communication, affect how messages are both sent and received in nonverbal as well as in verbal communication.

Communication is effective if you get your point across and build the relationship in the process. Differing styles of communicating and differing interpretations of communication can interfere with attaining both of these goals.

Albert Mehrabian studied what makes face-to-face communication effective. He found that words are responsible for only 7 percent of the effectiveness of communication. Voice was responsible for 38 percent of the effectiveness of communication and the face was responsible for 55 percent. You've heard that actions speak louder than words. Mehrabian found that the action of one's face certainly speaks louder than words or voice. You can add to that all other nonverbal communication, such as gestures, stance, posture, etc., and you can see that there are lots of things that go into our communication and lots of things that can be interpreted in ways other than intended. Words have different meanings for different people, and so do tones of voices, facial expressions, eye-contact, head nod, etc.

For instance, a head nod might be interpreted as a sign of agreement, but to some people it means only, "I'm listening." Some individuals think that looking in the eyes of someone who is talking is a sign of respect for the speaker — "Look at me when I am talking to you!" Others have been taught to never make eye-contact with someone who is in authority. Some people think a loud voice means anger or rudeness, but it could also mean that a person has a hearing loss.

Expecting everyone to be like you in communication style may be the primary barrier to understanding differences. How can understanding differences in patterns of communication bring individuals closer together? How can misunderstanding how others communicate interfere with interpersonal relationships? As a young person, you have a wonderful opportunity to develop an awareness of individual differences in communication before you reach adulthood. Certainly improved communication between individuals can only make the world a better place.

Adapted from: "Celebrating Differences" by Lee and Judy Minor, 1999. Home Economics Curriculum Center, Texas Tech University.

TA 86
TEKS 12C

Conflict Resolution: Constructive vs. Destructive

There are many ways to resolve conflict. For conflict to be resolved, some form of change has to be accepted by both parties. This involves give and take. Conflict resolution can only occur if both parties are willing to work together.

Differences are sure to arise between people. When these differences are resolved in constructive ways, relationships can actually be made stronger. When destructive methods are used, relationships may be damaged or destroyed. The conflict either will not be resolved, or one party will definitely come out the loser. Learning to recognize constructive and destructive behaviors can help persons focus on positive ways to resolve differences.

Constructive Conflict Resolution

The following list describes four constructive ways to resolve conflicts.

- ***Consensus*** – Both individuals are able to see each other's point of view and choose a solution good for both of them.
- ***Concession*** – One individual agrees to give in to the other.
- ***Accommodation*** – Both individuals "agree to disagree." They accept differences and agree not to let these differences grow into major problems.
- ***Compromise*** – Both individuals give in and find an agreement they can both live with. The result is based on a combination of their views.

Destructive Conflict Resolution

When differences arise between people, negative reactions can damage or destroy relationships. The following list is a sample of some destructive behaviors that are often used in resolving conflicts.

- ***Attempting to prove who is right*** makes the conflict worse. Personal feelings get involved, and parties are unable to focus on resolving the issue.
- ***Blowing up*** or getting angry damages the relationship. Blowing up may involve crying, screaming, shouting, stomping feet, or other exhibitions of anger. Angry outbursts can result in hurt feelings and grudges. Often, thoughtless words are said that are not meant but are hard for the other person to forget.
- ***Bagging*** occurs when a person saves up irritations, hurts, and anger instead of confronting issues as they develop. Bagging causes anger and resentment to build. Individuals with "baggage" find it hard to focus on the immediate issue, which makes it hard to resolve.
- ***Personal attacking*** is another behavior that damages relationships. When a person ridicules or belittles someone else, the real issue is not addressed. Problem solving becomes difficult, and trust is destroyed.
- ***Lying*** damages trust and causes relationships to suffer greatly. Lying sometimes seems a quick way to get out of a conflict, but conflicts can never really be resolved without honesty. Lying will eventually weaken and destroy the very foundation of relationships.
- ***Deceiving*** is much like lying. The person practicing deception tries to gain an advantage by misrepresenting the truth in his or her favor. Eventually, others begin to doubt that person's honesty and the accuracy of any information.

TA 87
TEKS 12C

An Effective Leader . . .

- ♦ works for the good of others.
- ♦ looks at problems from the viewpoint of others.
- ♦ keeps a sense of humor.
- ♦ works to find the best way.
- ♦ builds self-confidence and self-esteem in others.
- ♦ promotes a team spirit.

TA 88
TEKS 12C

An Effective Team Member . . .

✓ Cooperates

✓ Participates

✓ Listens

✓ Encourages other team members

✓ Resolves conflict without anger

✓ Shows enthusiasm

✓ Is punctual

✓ Is dependable

✓ Is helpful

✓ Communicates ideas well

✓ Shares ideas and materials

✓ Respects other viewpoints

✓ Has a sense of humor

Securing Employment

Locating Job Leads

Suggestions include the following:

- Use Teaching Aid 90, ***Where Do You Look For Jobs***, to explain job lead sources.
- Prepare a visual display of newspaper "help wanted" ads, and explain how to locate and interpret information.
- Find out about public and private employment agencies in the community. For example, show where to find addresses and phone numbers in the telephone directory or Yellow Pages. Call the local office of your state employment agency to find out how to utilize their services.

Developing a Personal Resumé

Suggestions include the following:

- Obtain samples of resumés to share with the class.
- Develop a list of tips for preparing resumés.
- Use a resumé-writing software program to develop examples of effective resumés. Share the samples and software information.

Writing A Letter of Inquiry

Suggestions include the following:

- Use Teaching Aid 91, ***Letter of Inquiry***, to explain the purpose of a letter of inquiry and to provide tips for writing one.
- Provide samples of letters of inquiry for classmates to analyze.

Completing a Job Application

Suggestions include the following:

- Obtain sample copies of application forms for classmates to see. (Check with your Home Economics teacher, guidance counselor, or local employers for samples.)
- Use Teaching Aid 92, ***Completing An Application Form***, to provide tips for completing job application forms.
- Provide an opportunity for classmates to practice completing application forms.

TA 90
TEKS 12D

Where Do You Look for Jobs?

1. School Personnel
   - counselors
   - teachers
   - high school or college job placement office

2. Network of Family and Friends
   - a list of family and friends who can help you with job leads in the fields where you have interest
   - entrepreneurs you know

3. Employment Agencies
   - people seeking jobs meet with counselor at the employment agency; the counselor contacts various employers
   - private employment agencies— operated by people trying to make a profit
   - public employment offices — operated by federal or state government with free services; e.g., Texas Workforce Commission

4. Newspaper
   - "help wanted ads" with information on salary and job responsibilities
   - profile of local business community — growing businesses, employment trends, and announcements of promotions

5. Government Offices
   - city, county, regional, state, or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications
   - Go to Web sites for big businesses and professional organizations.
   - Trade publications may list positions available for employment in specific career concentrations.

TA 91
TEKS 12D

Letter of Inquiry

▲ A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

- Give the **title of the job** for which you are applying. If learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.

- Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.

- If you have no work experience, mention **volunteer experience**, **special interests**, or **anything about you that would convince the employer** that you are qualified for the job.

- **Offer to provide references** or additional information upon request.

- End the letter by **asking for an interview** and letting the employer know **where to call you**.

An Important Note:
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

TA 92
TEKS 12D

Completing An Application Form

▲ Hints for completing application forms:

- Read the entire form before starting to write.
- Follow directions carefully.
  1. Note whether the information is to be typed, printed, or handwritten.
  2. If asked to print or handwrite, always use a pen.
- Write clearly and neatly.
- Answer questions as briefly as possible.
- Be honest.
- Answer all questions. (If a question does not apply to you, write "N/A" for "not applicable." This shows that you did not overlook it.)
- If you have completed a resumé, take it with you; it will ensure that all the information is correct and complete.
- Read over the completed form when finished. Make sure every blank is filled.
- Avoid cross-outs and too many erasures.
- Use the word "open" for questions about salary. Putting down an amount could land you a salary below what was planned for or cause the employer to lose interest because of too high an amount. Discuss salary with the employer at the proper time during the interview.

Adapted from: *Career Connections Instructional Modules*, 1998. Home Economics Curriculum Center, Texas Tech University.

TA 93
TEKS 12D

What Do Employers Expect?

Honesty

Punctuality

Willingness to learn

Loyalty

Ability to get along

Willingness to take responsibility

Cooperation

TA 94
TEKS 12D

Terminating Employment

There are many reasons to **terminate**, or leave, a job. Sometimes employees have good reasons for leaving a job; however, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When an individual decides to leave a job, he or she should try to leave on good terms with the employer.

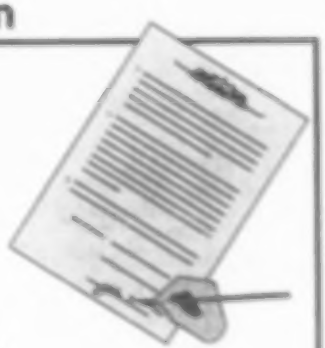
Guidelines for positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) is preferable and should be prepared if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated, if possible.
- It is customary to give at least a two week notice; a four week notice is preferable if paid once a month.
- It is important to keep copies of all correspondence related to employment and termination.

Writing a Letter of Resignation

Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the employer for his or her help during your employment with the company.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.



TA 95
TEKS 12E

Identifying Ethical Practices in the Workplace

Professional ethics are standards of professional conduct. As employees work, they become familiar with the general rules of conduct in the business world. Employees can maintain ethical standards by following the general policies and procedures of the employer and by remaining loyal, honest, objective, and nondiscriminatory. An ethical employee follows the rules of the establishment and the rules of confidentiality. Confidentiality means not sharing information about the business or its clients with someone outside of the business. Financial transactions should be kept in strict confidence. Failure to do so reflects poorly on the employee and on the business.

Instructions: Write your responses to the following. You may use the back of this sheet if more space is needed.

1. List ethical practices employers might expect from their employees.

2. List ethical practices employees might expect from their employers.

3. List ethical practices customers/clients might expect from businesses and business employees.

TA 96
TEKS 12F

Utilizing Leadership and Teamwork Skills

Part A:

Directions: Fill in each section below for two opportunities you experienced during the assigned time period to utilize leadership and teamwork skills in problem-solving situations. For example, this may have been through a group assignment at school, an FHA/HERO chapter activity, a team project at work, or a volunteer activity through your community or church.

Situation #1

Description of the problem-solving situation My roles/responsibilities as a team member or leader Leadership and teamwork skills I utilized

Situation #2

Description of the problem-solving situation My roles/responsibilities as a team member or leader Leadership and teamwork skills I utilized

Part B

Directions: Respond to the following statements on the back of this form.

1. Based on the above situations, list three leadership and teamwork skills you think you used effectively.
2. List three leadership and teamwork skills you would like to improve.
3. Briefly state a plan for improving the skills listed in question two.

TA 97
TEKS 13A

Career Factors That Impact Family Life

- Income level
- Employee benefits
- Workplace policies supportive of families
- Work hours and amount of flexibility
- Work demands and level of work-related stress
- Degree of personal job satisfaction
- Travel required in the job
- Job mobility (likelihood or frequency of relocation)
- Job security
-
-
-
-

TA 98
TEKS 13A

Careers and Family Life
— Scenarios —

Teacher Directions: The following situations reflect examples of career choices that will greatly impact family life. Assign one or more of the situations to student groups. Have groups discuss how various career choices might impact family life.

The wife has decided to quit her full-time job after the birth of their second child. She wants to be a stay-at-home mom.

The wife is offered a good promotion that requires a transfer to another location. Currently, the husband earns more money than the wife. They have no children.

The wife is offered a good promotion that requires a transfer to another location. Currently, the wife earns more money than the husband. They have one teenage child.

The husband is offered a promotion requiring a transfer, which means the wife may have to leave a job she enjoys. They have a five-year-old and a ten-year-old child.

The husband is offered a promotion requiring a transfer. The wife chooses not to leave a high-paying job she enjoys. They are considering having the husband accept the job and return home on weekends.

The husband has a chance to return to college to obtain a degree in his chosen field. It would mean his becoming a full-time student while the wife supports the family. They have a preschool child.

A mother, who is a single parent, is offered a promotion that requires her to work the night shift for six months. She has two children, ages 11 and 17.

The husband is offered a good promotion that would require being gone from home 7-10 days at a time. The couple has an infant. The wife is a stay-at-home mom.

One spouse has a job that will soon require spending several months in England each year. The couple has three children, ages 7 through 16.

TA 99a
TEKS 13C

Work Initiatives That Support Families

Why should businesses be concerned with issues related to their employees' families? More and more businesses recognize that they do have a stake in family issues faced by their employees.

For one thing, ***downsizing***, a reduction of the total number of employees at a business, has resulted over the last several years in most businesses having fewer employees overall. It is thus more important than ever that those employees be productive. Family issues that often cause employees to miss work, spend extra time on the telephone, or simply keep them from concentrating at work generate much additional stress for employees.

Also, workers are increasingly motivated by factors other than money. Employers are thus looking for new ways to attract and keep employees.

As a result, many businesses are developing and implementing family friendly programs. The term ***family friendly*** describes businesses that provide policies and programs that support families of employees.

Examples of policies that support families include alternative work arrangements and a variety of family friendly benefits.

Alternative Work Arrangements

Traditional work schedules can cause problems for employees with families. Too many work hours may prevent workers from spending enough time with their families. Work schedules may not match times when child care or elder care are available. More companies are offering alternatives to traditional work schedules and locations.

Flextime is a plan that provides employees some flexibility in scheduling when to begin and end their workdays. Flextime is often used by working parents, students, and others who have difficulty working regular business hours. It also enables employees in large cities to schedule travel to and from work to avoid rush-hour traffic.

Compressed work week is an arrangement where employees work the same number of total hours each week, but they compress their hours into fewer than five days. For example, an employee might work from 7 a.m. until 5:30 p.m. with a 30-minute lunch. The employee could thus work forty hours in four days.

Job sharing is the sharing of one job by two people. Two individuals split the hours and the salary. This offers flexibility to persons who do not want to, or cannot, work full-time.

Flexplace is a plan that allows employees to complete work assignments in places other than the office, such as at home. Some jobs may not require being in the office at all times.

Telecommuting is a form of flexplace. Job-related work is done at places away from the main

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Work Initiatives That Support Families, Cont'd.

office. Then the results are electronically transferred to the office or another location. An employee could thus work at home or from satellite offices closer to home and still be connected to the main office by computer.

Family Friendly Benefits

In addition to pay, many employers provide benefits to their employees. These benefits may be worth a great deal of money to the employee, and they cost the employer a great deal of money. Larger companies can usually afford to offer more benefits to employees.

As businesses work to provide more benefits supportive of families, as well as the employees, benefit options have expanded. Some of the more common examples of family friendly benefits include those shown in Figure 1.

Family Friendly Benefits

Child Care Options
Dependent Adult Care Options
Education and Information Services
Employees Assistance Program
Funeral Leave
Holidays
Insurance Options
Paid Vacations
Parental Leave
Savings and Retirement Options
Sick Leave
Unpaid Family and Medical Leave

Figure 1

TA 100
TEKS 13D

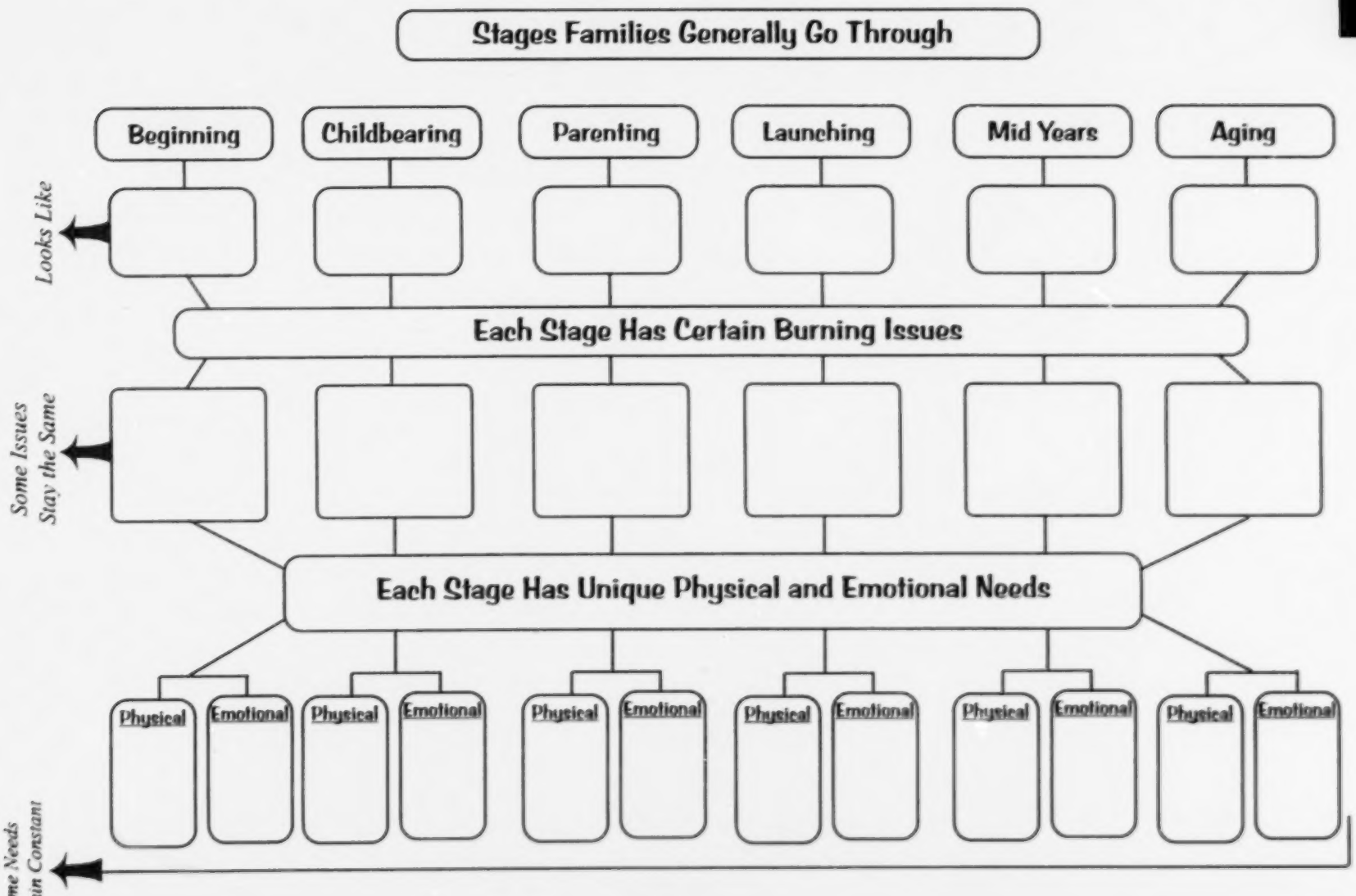
Technology, Career Options, and Family Roles
Case Studies

Javier is a new father. He plans to move his business into the home using telecommuting via computer for the next few years until his new son goes to school. The new mother, Anna, will return to her sales job when the baby is three months old.

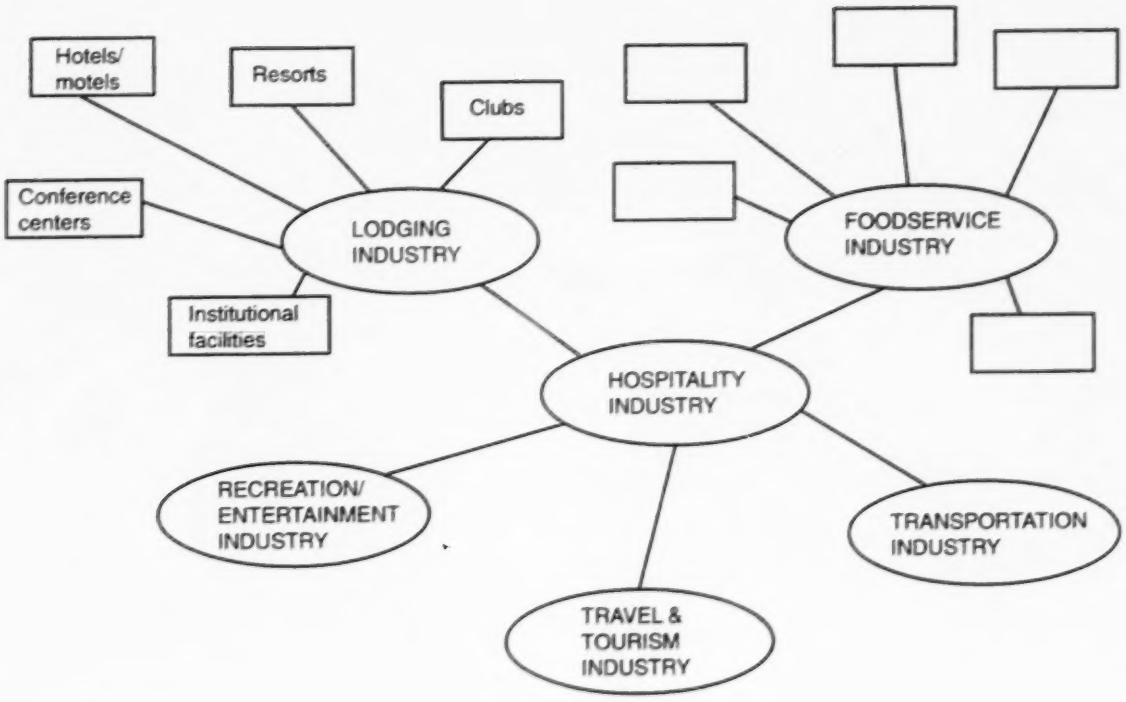
Tera's eighty-two-year-old mother can no longer safely live alone in her own home. Tera, who is divorced and a teacher, has considered moving in with her mother, even though she would not be there to supervise her mother during school days.

Carolina and Deven are parents of three children ages eight, eleven, and fourteen. Both parents work outside the home. Deven is a supervisor at a pump manufacturing plant and Carolina is an administrator at an elder services facility. The children report to a neighbor's home after school, but the fourteen-year-old son has been asking his parents to let him come home after school and has even promised to supervise his younger brother and sister.

Family Life Cycle Analysis



Web Diagram


Hotels/
motels
Resorts
Clubs
Conference
centers
LODGING
INDUSTRY
Institutional
facilities
FOODSERVICE
INDUSTRY
HOSPITALITY
INDUSTRY
RECREATION/
ENTERTAINMENT
INDUSTRY
TRANSPORTATION
INDUSTRY
TRAVEL &
TOURISM
INDUSTRY

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.

2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).

3. Form teams of 3-4 students, and give each team a colored "responder" card.

4. Have each team select a team captain and team scorekeeper.

5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"

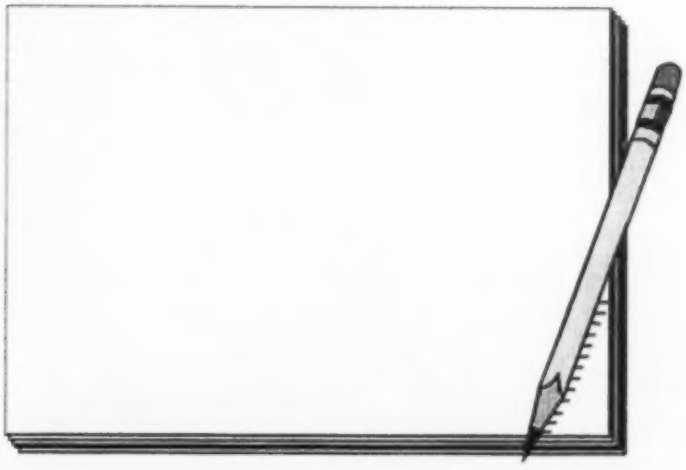
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.

8. The team captain must confer with the team members before responding with a question.

9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.

10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.

11. The team with the highest score is the winner.



Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

BEST COPY AVAILABLE

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

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